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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is the first in a series on developing a comprehensive career guidance program at the high school level, designed to aid guidance personnel responsible for developing student-focused programs. The goal of this module is to help the user understand various theories of career or vocational development and then apply these learnings to state the philosophy and assumptions of the career guidance program being designed through the course of the modules. The format of the module consists of an introductory overview, objectives, goals, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting, as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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MODULE 1

CAREER DEVELOPMENT THEORY

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NATIONAL INSTITUTE OF EDUCATION

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COORDINATOR'S GUIDE

GENERAL FOREWORD

This is the first in a series of twelve modules developed as part of a research project funded by the United States Office of Education and carried out at the American Institutes for Research in Palo Alto, California between July 1974 and December 1975. This effort included field testing, which was carried out in two school districts in California, with practicing counselors and a scattering of teachers and administrators, and within a course offered at the University of Missouri at Columbia, with undergraduate students. The modules were designed with these settings in mind, rather than as a publication suitable for a general reading audience. Interest in the modules beyond their field test settings had led to their current duplication and availability. Readers should understand, however, that they will frequently encounter references, and occasionally duplications, that would be puzzling were they not aware of this background.

The twelve modules detail a process for planning, implementing, and evaluating a career guidance program. Each module elaborates one phase of this process, presenting readings and activities designed to teach the process and develop skills useful for carrying it out. The introductory sections in each module provide overviews; these include the module objectives (outcomes), an outline, a glossary for that phase, and a brief discussion of how that module fits into the overall process. Following the readings and skill development activities in each module comes: (a) a postassessment, which in conjunction with the activities allows one to judge achievement of the module's objectives; (b) an application activity, designed to aid the reader in translating the module's points to his or her own setting; and (c) an appendix, containing a description of a hypothetical school setting ("Optional Group Simulation Description") for those not working in a real setting, and a bibliography.

Because of the workshop and classroom design of the modules, Coordinator's Guides devised to aid the workshop leader or classroom teacher were developed along with the modules. Originally separate documents, these have been included at the end of each module. Each Coordinator's

Guide contains several sections, including a description of the coordinator's role and functions, an introductory activity, supplementary information useful for conducting the module's activities, criteria which allow assessment of participants' achievement of module objectives, and Sample Evaluation Instruments for assessing any workshop in which the module is administered.

The modules are designed primarily for those working in high school career guidance programs. This includes, of course, counselors and those working directly in guidance, but also administrators, teachers, and even parents. Perhaps most strongly it includes directors of guidance and other administrators of guidance programs; i.e., those most responsible for the design and evaluation of such programs. Those working at other than the high school level might well find the training useful. Junior high school personnel are certainly included here, as well as elementary school personnel. Likewise, those working in college programs could well benefit. While school settings are strongly implied by most of the illustrations used in the modules, those working in other settings might find them of some benefit. Examples here could include rehabilitation programs, government sponsored youth training programs, and so on. In short, the model is a general one, useful for program planning, implementation, and evaluation. It has been applied with high school career guidance programs centrally in mind, but need not be limited to these.

It was difficult to judge in advance the level of expertise likely to be found in practicing school personnel in the way of program planning and evaluation skills. The field tests suggested the modules may have been aimed a bit low in this regard. While the process of careful planning and evaluation is certainly not abundantly evident in most school career guidance programs, the problem may be as much one of orientation as skills. Those counselors, administrators, and teachers who held Master's Degrees or beyond, and/or who had several year's experience, tended to complain that the modules were a bit basic, although their emphasis on planning and evaluation was in fact often ignored. Contrastingly, the undergraduate college students, who used the modules as the curriculum for a course, voiced no such complaints. They lacked another problem the

employed personnel cited frequently: a simple lack of time to spend on training, or anything else for that matter, that took them away from their pressing daily routine. Practicing counselors found it hard to step back from their pattern of typical activities and study the need for and process of careful planning and evaluation.

What the field test experience suggests, then, in terms of the best audience for the modules, is that it should be relatively young and inexperienced, able to recognize the importance of careful planning and evaluation, willing to step back from day to day activities and gain a broader perspective, and free to do this in the sense of being able to escape immediate job responsibilities, either through being in college or because of encouragement in this direction from a school's administration.

No testing of the modules as simple textbooks was done. They were designed to be "competency-based", or skill developing, and to be used in group settings, and were tested this way. There is no questions however that cognitive factors play an important role in most "skills", and it may well be that much can be gained by individuals through simple reading of the modules on their own.

Charles W. Dayton
Project Director

INTRODUCTION

INTRODUCTION

This is the first in a series of modules on developing a comprehensive career guidance program. The purpose of these modules is to help guidance personnel build programs which will better meet the needs of students. Specifically, the modules present a systematic process of planning, implementing, and evaluating career guidance programs. The modules teach specific program development skills, such as how to establish goals, specify student objectives, choose effective methods, conduct evaluation, and so on. They focus on a process and on skill development. This first module deals with the purpose for all of the program development activities -- the student's career development. It offers a brief theoretical overview and assists you in the first step in planning or revising your program -- stating the philosophy and assumption on which your program is based. The second module details the program development model around which the entire set of modules is built. It briefly elaborates the content of each of the subsequent modules, showing how they fit together into a unified process.

The first two modules in the series will be slightly different from the other ten. Since the two are introductory in nature, they deal less in skill development than those which follow. Thus you may want to complete some reading and activities in them on your own before attending the first session. This will give you an idea of what to expect during the workshops and a good overview of what's involved in the whole set of modules. If you choose this route, it is essential that everyone completes these activities prior to the workshop in order that everyone begins from a common point.

Before going any further, though, complete the Career Reflections activity on the next page. Use the space provided to jot down your answers to the questions. When the workshop convenes, the group will share career development experiences.

INTRODUCTORY ACTIVITY

CAREER REFLECTIONS

1. When do you first remember wanting to enter your career field?

2. What were some of the major influences on your career choice?

3. What were major choice points in the development of your career?

4. What career choices do you now face?

5. How does your job influence your life style?

6. What values are reflected in your job?

7. Are there other careers you think you would have liked? Why didn't you pursue them?

MODULE GOAL AND OUTCOMES

Module Goal

To help you understand various theories of career or vocational development and use them to state the philosophy and assumptions of the career guidance program you will plan through the course of these modules.

*Module Outcomes**

When you have completed this module, you will be able to

1. Identify current practices in your career guidance program that reflect each of the eight career or vocational development theories.
2. For each theory, list at least one additional activity you would consider adding to your program.
3. State the assumptions upon which your current guidance program is based.
4. Produce a written plan which, when implemented, will result in a statement of the philosophy and assumptions underlying the career guidance program you will plan through the course of these modules.

*The criteria for attainment of the outcomes are listed in two Progress Check Sheets: one for Outcomes1-3 (in Activity 1), and one for Outcome 4 (in Activity 3).

MODULE OUTLINE

Approximate Time	*Activity*	*Outcomes*
3-4 hours	Initial Reading Introduction to some of the module terms and concepts. Summary of eight major theories of vocational or career development. Questions relating theories to your program included.	1-4
½ hour	Introduction to Workshop The Coordinator will explain the structure and purposes of the module. Questions and discussion of Introductory Activity included.	1
2-3 hours	In-depth Study and Activities Presentation of the important information related to writing a statement of the philosophy and assumptions of a career guidance program. Discussion sessions, practice activities, and evaluation included.	3,4
1 hour	Application Planning for the use of these abilities in your own setting.	4

GLOSSARY

Assumptions - The set of principles which all members of a career guidance program agree will guide their activities.

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. In this module, the term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--her/his personal and social behavior, learning to learn skills, social responsibility or citizenship, and use of leisure time.

Career development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

Career guidance - All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation, and support procedures based on youth career planning and development needs.

Philosophy - The practitioner's integration of components of various theories which provides a rationale for her/his program activities.

Theory - A systematic way of looking at a problem which incorporates known data, indicates how they interrelate and how they may be interpreted, enables prediction of future events, and generates research hypotheses.

BACKGROUND FOR CAREER DEVELOPMENT THEORIES

BACKGROUND FOR CAREER DEVELOPMENT THEORIES

A. *Definition of terms*
B. *The ideal program*
C. *Career development and career guidance programs*

Definition of Terms

There is no one definition of career, career development, or career guidance with which all theorists and practitioners agree. In this series of modules, we define the term *career* broadly, making it virtually interchangeable with the term *life*. A *career* is a lifetime of work, learning, and leisure. It is made up of many activities, jobs, and experiences. It includes occupational and educational choices and patterns but will also include other aspects of a person's life, such as personal and social behavior, learning how to learn, social responsibility, and use of leisure time.

Career

Career development is the process a person undergoes as s/he becomes the person s/he wants to be. This is an ongoing process which extends from infancy until death. Through career development, individuals develop their ability to define careers and deal with life problems. They develop skills in goal setting, planning, and decision making, and in implementing plans. The goal of the career development process is a planned and satisfying career or life rather than an accumulation of haphazard occurrences.

Career Development

Career guidance refers to the various types of assistance provided to individuals to help them in their career development. It includes instruction, counseling, placement, follow-through, evaluation, and support procedures based on youth career planning and development needs. Career guidance aims at assisting the career development process.

Career Guidance

Student Problems

Making career decisions can be complicated and confusing especially for youth. They are faced with a wide array of options to choose from, yet often they have only a vague idea of what these alternatives are like or how to prepare for them. Selecting an occupation can be especially difficult. Students may not be exposed to many jobs due to forces such as the complexity of work tasks, the segregation of youth from other parts of society, lack of work experience, and long periods of schooling before they enter the labor force. Special groups, such as women, low-income individuals, and certain racial or ethnic groups, may have a restricted perception of the occupations open to them. Likewise, it is a long and often painful process for a young person to attain an accurate image of her/his own interests, abilities, and values. No process is more important to a satisfying and productive life.

Even when the conditions of career awareness and self-awareness are fostered successfully, the individual is still faced with the difficulty of matching her/his needs and abilities to a number of roles in the real world. S/he has to face innumerable problems, among them the competition of an overabundance of qualified people applying for a fixed number of jobs and with an uncertainty of what will happen in a given job field in the next five, ten, or forty years. In many ways, the other things that go on in a school pale by comparison with the importance of assisting the career development process; schools are a major channel for providing career guidance for students.

The Ideal

The Ideal Program

The ideal career guidance program would be well planned and based on the assessed needs of students. It would be continually evaluated, revised, and up-dated so that it was effective and efficient in assistant students to meet their needs.

The ideal program would be comprehensive both in process and content. It would include instruction, guidance, counseling, placement and follow-through services provided directly to students as well as activities aimed at making their environment more responsive to their needs. Students would be assisted in setting goals, making decisions, and developing, implementing, and evaluating plans in all the career areas of their lives.

The ideal career guidance program would be founded on an explicit philosophy and set of assumptions. The major purpose of this module is to help you state these for the program you are planning. The following sections of the text are designed to summarize the theoretical background you will need to begin this task.

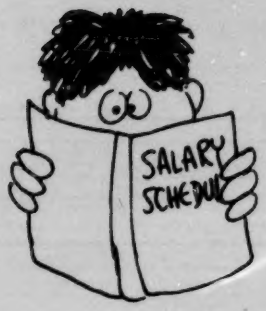
Career Development and Career Guidance Programs

Let's briefly summarize some very basic components of career development before we go into various theories. One of the basic components is self-awareness. Youth should learn how to become aware of their own preferences. For example, a student may like some subjects better than others or prefer being with people to being alone. Students should also learn how to recognize their strengths and limitations and how these compare with the abilities of others. A student may excel in sports, but not do as well as his classmates in math. S/he should also know that interests may change and that there are ways to improve one's abilities in certain areas. Students should learn to seek out knowledge about themselves through experience and discussions with competent persons, such as parents, teachers, or counselors. For example, a student with both talent and an interest in art should discuss these with his parents and teachers before enrolling in an art school. Students should be able to answer the questions, "What do I like to do?" and "What am I fairly good at?"

Self-Awareness

Another part of career development is learning about the characteristics and requirements of different occupations. As children grow older, their capacities to receive and process this information increase. At the elementary level, students can become familiar with highly visible occupations such as doctor, store clerk, and fireman and with some of the basics of job families and the work associated with them. In junior high and high school, students can develop a far more extensive knowledge of the job duties, educational requirements, and employment opportunities in their areas of interest. They can also acquire the tools for gathering as much additional information as they need to make meaningful career decisions.

Career Information



Decision Making

A third basic part of career development is learning to relate personal characteristics to occupations. Making career decisions involves formulating alternatives, gathering information, considering the advantages and disadvantages of the alternatives, and making choices. A guidance program can provide a model for problem solving and give students opportunities to use this model in making decisions which affect their lives in fundamental ways.

Implementing

Once an alternative has been selected, students need to learn how to plan and to implement their plans. Students need to develop plans, put them into action, and be responsible for the consequences. In educational and occupational decisions, it may mean developing and using simple skills such as knowing how to complete an application or how to act in an interview. The development and use of more complex skills required for success in a course of study or success on the job are also necessary.

In addition to developing a knowledge of self, the world of work, and how to match the two, students need to form certain attitudes. Students need to learn the rewards of honest work and to develop constructive work habits. They need to gain a sense of how their behavior in school will relate directly to their success in a career. They need to form a sense of how they can affect and control the course of their lives through applied intelligence and effort. All of these are basic to career development.

Case Studies

The preceding discussion of career development has focused on factors included in the education and vocational areas of a broad definition of career. Of course, individuals have needs in the other four career areas* as well, and their needs are interrelated. As you read the following case studies adapted from *The Life Career Game*, consider these two questions: What help could your present career guidance program offer Mike and Shirley? If you could expand your program, what other alternatives would be available? If you wish, you may jot down your ideas in the spaces provided. You might want to refer to them later.

*The other four career areas are: personal and social development, learning-how-to-learn, leisure, and social responsibility or citizenship.

MIKE

Mike is seventeen years old. He is a pleasant, well-built boy, and a natural athlete.

Mike's verbal and quantitative abilities are below average, and this, coupled with his rather happy-go-lucky attitude toward school, has given him a poor academic record. The only exceptions were the A's he earned in shop classes and physical education courses.

Mike is on the school track team and is especially good at the broad jump. He has helped his team win the several local meets.

Mike's father is a construction worker, and his mother is a housewife. Neither of his parents finished high school. Mike has two younger sisters living at home. The pride of the family is Mike's older brother, who got very good grades in school, won an appointment to the Naval Academy, and is now a naval officer.

Mike's father raised a terrible row when Mike brought home his last report card. He said that Mike was just wasting his time in school and that if his marks did not improve this year, he would have to leave school and start earning his own living.

Mike himself is not especially anxious to leave school. He does not mind going to classes, and he enjoys sports and being with his friends. He has never thought much about what kind of career he would like. He has been dating a girl in his class who is quite a good student and who plans to go on to college. She urges Mike to stay in school and get his diploma.

Optional

What help could your present career guidance program offer Mike? _____

_____

_____

What other alternatives would be available to him if your program were expanded:

_____

_____

_____

SHIRLEY

Shirley is a sixteen year-old black student beginning her junior year in high school. Her round face and round body are well-known features around the school. Usually cheerful and gay, her infectious laugh is also a trade-mark among students.

Shirley can't remember when she wasn't an "underachiever." Even in grade school her teachers complained about her lazy work and school clowning. Although testing above average in verbal skill and average in quantitative skill, her achievement is consistently poor. She is musical, however, and always played in bands when her schools had them. This she has enjoyed and done well. Even with her overweight condition, she also does well in sports. The swimming coach would love to have her on the team if she would only lose weight and practice regularly. Another talent is her vivid language, the way she coins words to express feelings and ideas. This characteristic adds to her already varied and lively personality.

Shirley's father is a school teacher~~, and her~~ mother manages a local boutique. Shirley is their only child, their pride and joy. They delight in her music and gaiety and allow her to do pretty much as she wishes. Her poor grades have caused them some concern, but they keep this to themselves and assume she will find herself eventually.

Still, Shirley feels pressures. She is particularly concerned about her weight and grades. She doesn't know whether or not she wants to go to college. She is confused about her relationship with boys, being attracted to white boys whom she would like to date. She has deep emotions about her race and its problems. All these questions have caused tensions in her life which she has discussed only with her music instructor.

Optional

What help could your present career guidance program offer Shirley?

_____

_____

_____

What other alternatives would be available to her if your program were expanded?

_____

_____

_____

Both Shirley and Mike could probably benefit from assistance in their career development. This process of setting goals and making, implementing, evaluating, and revising plans to achieve them is central to the happiness of a human being. The program development process you will learn through this series of modules can be modified and taught to students to help them construct their lives. As you study the other modules, consider how their concepts may apply to individuals as well as programs.

We're really getting ahead of ourselves with this suggestion, though. With the background that has been provided, let's move on to an overview of the major theories of career or vocational development. They are presented to stimulate your thinking about the philosophy and assumptions upon which you will base the career guidance program you will be planning in these modules.

THEORIES OF CAREER DEVELOPMENT

THEORIES OF CAREER DEVELOPMENT

A. *Accidental theory*
B. *Trait-factor theory*
C. *Developmental theory*
D. *Decision-making theories*
E. *Economic theories*
F. *Sociological theory*
G. *Personality theories*
H. *Social learning theory*

What is theory?

Simply stated, a theory is a systematic way of looking at a problem. Theories incorporate known facts or data; they indicate how these data are interrelated and how they may be interpreted. Theories help scientists pose questions and conduct research to obtain answers. Theories are revised and improved as new findings are made. A well-supported theory can be used to predict what may occur in the future and to suggest interventions that may make a difference in people's lives.

Career Development Theory

Theories on career development attempt to describe the process a person goes through in making career decisions and to explain the differences in individuals' career patterns. Theorists look at the data they have on the choices of individuals, make some speculations as to the reasons for the choices, and then test out their hypotheses. There is not just one theory regarding career development; there are a number of theories from different perspectives. For example, the trait-factor theory stresses individual differences; sociological theory emphasizes the influence of socio-economic background; and the economic theory focuses on the way economic variables affect choices. Each of these theories presents a different view of how a person selects a career path.

To evaluate the theories that follow, you may want to ask yourself some questions like these:

1. Is this theory testable?
2. Is it consistent with known facts?
3. Does it suggest important questions that need answers?
4. Is it comprehensive and flexible without being naive or overly elaborate? (Does it explain a great deal with only a few ideas?)
5. Is it understandable and easily communicated?

Why theory?

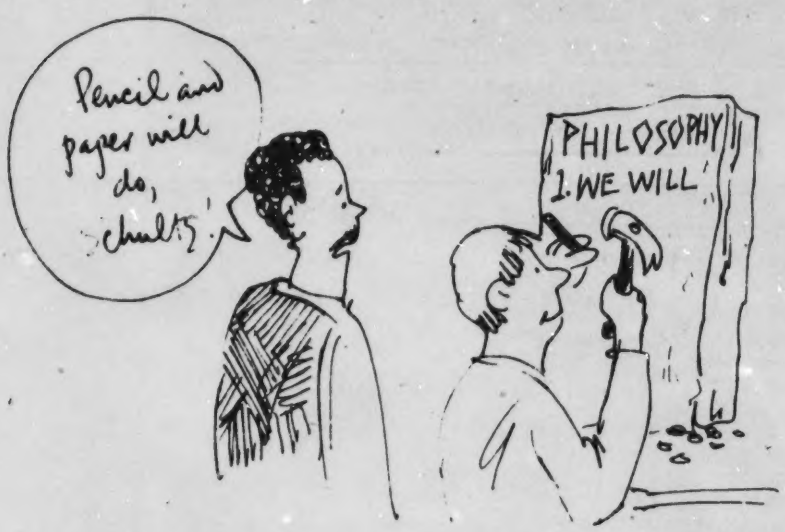
How do theories relate to a career guidance program? People involved in school guidance programs tend to be action-oriented people. Each day they are faced with pressing problems which require that they make immediate decisions. Frequently, they view theories as vague and abstract and not very relevant to the situations they deal with.

In fact, however, there is some theory (or more likely, various ideas reflecting different theories) underlying every guidance program and the actions of every guidance staff member. Later, this module will help you make these explicit when you state the philosophy and assumptions of your current and planned career guidance program. We will explain our definitions of these terms then.

Assumptions

There are a number of advantages to writing down your guiding philosophy and assumptions. First, such a statement will provide a rationale for the program and a clearer idea of what it is trying to do. Staff members can also check the consistency and compatibility of their activities and how these actions relate to the expectations of students, their parents, and other members of the school system and society at large. In addition, a written statement makes it easier to communicate the purpose of a program to others.

Finally, it helps in planning the future direction of the program. An explicit statement of philosophy and assumptions may be used to guide the writing of goal statements and student objectives and the selection of strategies to help students achieve their goals.



Relating Theory To Students

The next eight sections of this module will present you with information on various theories of vocational or career development to aid you in clarifying your philosophy and assumptions. Some theories are most concerned with the way people choose an occupation; others accommodate all areas of our broad definition of career. As you read each theory, think about the two students--Mike and Shirley--in the case studies you just read. If you prefer, think about any other two students you know. How would each theory represent their needs? What strategies does it suggest for meeting their needs?

Relating Theory To Your Program

When you have completed the text on each theory, you will be asked to analyze your current career guidance program in terms of it.* Spaces are provided for you to answer two questions related to each theory: *What*

*If you are not working in a particular setting and would like a hypothetical setting with which to think through these questions, turn to the Appendix. Analyze the "Optional Group Simulation Description" there in light of the theories of career development.

practices that reflect this theory are included in my program now? and *If my program were expanded, what additional activities does this theory suggest?*

Please consider these questions carefully and apply your best thinking to the lists you make. Be as specific and comprehensive as you can. If you wish, you may talk to other people in your program to share ideas and spark your thinking.

Evaluation Criteria

The lists you make in answering the two questions that follow each theory will be the evidence the Coordinator uses later to certify your attainment of the first two outcomes of this module. You may be asked to explain your thinking. The Coordinator will examine your lists to make sure they meet the following criteria:

1. They are sufficiently detailed to be meaningful.
2. The practices of your current program actually reflect the theory for which they are listed. (If your program does not include activities reflecting a theory, leave the section blank. Be prepared to explain your reasoning to the Coordinator.)
3. The activities you might consider adding to your current program actually reflect the theory for which they are listed. At least one activity is listed for each theory.

Your answers to the questions after each theory serve a more important purpose than demonstrating that you have achieved the first two outcomes of this module. You will refer to them later when you state the philosophy and assumptions of your current guidance program and those on which you will base the program you are planning. Instructions explaining how to go about this task will be included.

The theories which will be discussed in this module are

Accidental	Economic
Trait-factor	Sociological
Developmental	Personality
Decision-making	Social learning

Accidental Theory: The Unplanned Career

Accidental Theory

As we discussed earlier, a person develops skills in setting goals and planning, implementing, evaluating, and revising plans to achieve her/his goals through the career development process. Career guidance programs aim to help individuals learn and apply these skills to their own needs. Of course, the description of the process represents an ideal. The remaining theories presented in this module usually assume that career development is or should be a logical, systematic progression of events in an individual's life. However, most of us have experienced quite a different sequence in our career development. The Career Reflections sheet you completed earlier probably illustrated this point for you.

The accidental theory of career development is based on observations of individuals. Miller and Form, two occupational sociologists, analyzed the occupational backgrounds of a large group of young people and concluded that

Chance Experiences

> One characteristic is outstanding in the experience of most of the case histories that have been cited. In their quest of a life work there has been a vast amount of floundering, and chance experiences appear to have affected choices more than anything else. No single motivating influence appears which has

finally crystallized into a wish for a certain occupation. Chance experiences undoubtedly explain the process by which *most* occupational choices are made.[1]

Osipow expanded on the accidental theory, noting

"Least Resistance"

> it employs few, if any, constructs to explain the relationship between events in the lives of individuals. This view may be summarized in a single sentence: People follow the course of least resistance in their educational and vocational lives. It may be a moot point as to whether the "least resistance theory" is more valid than one of the more self-conscious views of career development. The fact remains that in many cases people do react to their environments and follow those avenues educationally and vocationally which they perceive to be open to them with a minimum of difficulty.[2]

Implications

The accidental or least-resistance theory has some significant implications for career guidance programs. The theory assumes that individuals have a tendency to pursue alternatives that they are already familiar with and that they think will be easy for them. People are likely to delay making decisions and then grasp opportunities that arise without considering how they fit into a career plan. According to this theory, a career guidance program should expose students to many alternatives and help them acquire the knowledge and skills that enable them to take more control over their own lives.

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[1] D. C. Miller, and W. H. Form, *Industrial Sociology*. New York: Harper and Row, 1951, p. 660.

[2] S. H. Osipow, "What Do We Really Know About Career Development?" In Gysbers, N. C., and Pritchard, D. H. *National Conference on Guidance, Counseling, and Placement in Career Development and Educational-Occupational Decision-Making*. (ERIC Document Reproduction Service, ED 041 143). Columbia, Missouri: University of Missouri, 1969.

Current practices of my career guidance program that reflect the accidental theory:

Activities I could add to my program that are suggested by the accidental theory:

Trait-Factor Theory

Trait-Factor Theory: Matching Persons and Jobs

The matching-persons-and-jobs concept of vocational guidance was originated by Frank Parsons in 1908, became prominent in the 1930's, and dominated the field until 1950. The basic concept is to match an individual's traits (aptitudes, interests, achievements, etc.) with important job factors (work requirements, necessary skills, etc.). Trait and factor theory is based on the idea of individual differences and evolved from the testing and psychometric movement. It assumes that (1) the individual possesses a unique pattern of capabilities and potentialities (traits); (2) there is a set of qualities (factors) which are possessed by workers who are successfully functioning within any job category; and (3) the individual's traits can be matched with the factors of an occupation to predict if an individual will be successful. Testing is an important tool in helping an individual identify his own traits and how they relate to key factors of various occupations.

Thus, the process is to

1. Study the individual.
2. Study the occupation.
3. Match the right person with the right job.

1825
S M T W T
ABE, AS YOUR COUNSELOR I'D ADVISE YOU TO FORGET THIS FOOLISHNESS ABOUT POLITICS AND LEARN HOW TO PLAY BASKETBALL!

Integration With Other Theories

Most theorists now generally consider the trait-factor theory insufficient by itself and would recommend its integration with other approaches. For example

- It should focus more on vocational selection as a developmental process rather than emphasizing a specific choice point.
- It should take into account other predictors of success, such as values, energy level, perseverance, etc., in addition to characteristics of the individual that are easily measured.
- The decision-making process itself should be stressed as people often do not use the information in a logical way.

Current practices of my career guidance program that reflect the trait-factor theory:

Activities I could add to my program that are suggested by the trait-factor theory:

Developmental Theory: Stages of Vocational Maturity

Developmental Theory

Another major group of theories views vocational choice as a developmental process rather than a one-shot decision. This approach emerged in reaction to theories which considered vocational choice to be made basically at one point in time. The developmental approach assumes that an individual moves through stages and that her/his vocational maturity at different stages is characterized by different values, concerns, and guidance needs. Furthermore, an individual does not choose an occupation, but rather makes a series of occupational and occupationally related decisions at different stages which constitute vocational development and result in vocational choice. There is not just one best job for a person, but each person is capable of doing many jobs. Practitioners should not only help people at the critical choice points, but over long periods of time, and assistance should be appropriate to the level of vocational maturity of individual students.

A Series of Decisions Over Years

Ginzberg, Ginsberg, Alexrad, and Herma (1951) were leaders in the formulation of the concept of vocational development. They viewed occupational choice as a series of decisions made over a period of years, with each step in the process having a meaningful relationship to those which precede and follow it. They identified four sets of factors which influence the ultimate vocational choice: individual values, emotional factors, the amount and kind of education, and the impact of reality through environmental pressures. They also outlined the following periods and stages.

Influences

Period and Stage	Characteristic Grade Level
Fantasy (children unable to see the relationship of activities to goals)	up to grade 6
Tentative (individual recognizes that he must decide on a future occupation)	
Interest (assume it will be based on their interests)	grades 6-7
Capacity (recognize need to test their capacities)	grades 8-9
Values (use system of values to resolve conflicts between incompatible objectives)	grades 10-11
Realistic (translation is so heavily weighted by reality considerations that a synthesis is difficult)	
Exploration (tries to acquire experience necessary for resolution by exploring)	grades 12-13
Crystallization (finally able to synthesize the many relevant internal and external forces)	grades 14-16
Specification (final commitment)	grade 16 and beyond

Stages

Super has been a major contributor in this area and has developed a comprehensive theory which emphasizes self-concept. Self-concepts are formed in early experiences with other people and situations; they are translated into occupational terms through identification, experience, and observation and are implemented as the individual makes educational and occupational plans and modifies them based on experiences. Thus, vocational choice is an expression of self-concept.

Self-concept

Super (1957) also developed a scheme to illustrate the various life stages. His basic stages follow:

Vocational Life Stages	Ages
Growth	Birth-14
Fantasy (4-10)	
Interest (11-12)	
Capacity (13-14)	
Exploration	15-24
Tentative (15-17)	
Transition (18-21)	
Trial (22-24)	
Establishment	25-44
Trial (25-30)	
Stabilization (31-44)	
Maintenance	45-64
Decline	65 on
Receleration (67-70)	
Retirement (71 on)	

— LIFE STAGES —

Someday I'm gonna be a cowboy...
Someday I'm going to raise cattle...
Someday I'm going to make enough money to eat steak once a week...

While all individuals proceed through the same general developmental stages, they vary in their sequence of jobs or career patterns. Common types of career patterns are summarized below:

Career Patterns

Male Career Patterns

Stable - direct entry into life work

Conventional - one or more trial jobs leading to stability

Unstable - sequence of occupations

Multiple-trial career pattern - series of trial jobs, no career

Female Career Patterns

Stable homemaking - no job, homemaking

Conventional - works briefly, then homemaking

Stable working - continuous work

Interrupted - work, homemaking, work

Super's approach has generated considerable research on patterns of occupational choice and vocational development (Super, Crites, Gribbons, Lohnes, etc.). Unfortunately very little of the research has been directed toward the effects of various guidance strategies on development, and most of the studies have been done with males.

Major elements

In summary, the important assumptions of the developmental theories are

1. Vocational development occurs throughout a person's life.
2. An individual makes a series of choice, not just one career decision.
3. There are stages of vocational life.
4. People have different patterns in their vocational development.
5. There are many factors which influence occupational decisions.

Influence

The influence of the developmental approach can be clearly seen in recent developments in career guidance. There is increasing emphasis on providing guidance services at all age levels, on developing materials and approaches which are appropriate for various levels of vocational maturity, and on expanding career guidance into other areas than just job choice, such as self-concept development.

Current practices of my career guidance program that reflect the developmental theory:

Activities I could add to my program that are suggested by the developmental theory:

Decision-Making Theories: The Process of Rational Choice

Decision-Making Theories

Although the developmental approach stresses vocational selection as an ongoing process, there are some critical decision points where an individual makes important choices. They usually come at the ninth grade, the twelfth grade, and at any point where there is a change in job or educational plans. People make decisions in different ways. Some have realistic occupational goals and pursue them in a systematic manner; some have tentative goals and explore various ways of clarifying and implementing them; others drift or stay in jobs without making explicit the options which are open to them. Sometimes people systematically consider alternatives and make a commitment to a choice, while at other times they are not conscious of making a decision at all. The decision-making theories focus on the process of making a choice, and they assume that vocational selection is a rational process. They imply that career guidance should teach students decision-making skills for use throughout their lives in making informed realistic plans which are very likely to result in satisfying outcomes. While the trait-factor approach emphasized information, this approach stresses how to use this information to make wise choices.

Elements of Decision-Making

The various decision-making models generally include these elements:

1. A decision maker

   The person must be aware there is a decision to be made.

2. A decision

   The person must also identify the decision or problem (e.g., whether to stay in school or get a job).

3. Alternatives

   The person should generate alternatives, (e.g., which school to attend and what curriculum to select or what jobs might be available).

4. Evaluation of alternatives

   The person should obtain information relating to alternatives from self-evaluation, discussions with guidance personnel and others, research, occupational preference inventories, grades, test scores, etc. The person should consider some of these points:

   a. Potential gain. The advantages of each alternative might include job satisfaction, money, prestige, security, compatibility with values, type of life style, flexibility to change plans, etc.

   b. Costs. Costs might include time to prepare for a career, tuition, foregone income and leisure, etc.

   c. Probability. The likelihood of various outcomes might include the probability of completing the training, obtaining a job, and succeeding in the job.

5. Selection of an alternative.

6. Implementation of selection.

Step 5

Tiedeman and his associates have been major contributors to the field of vocational development. Tiedeman and

O'Hara (1963) have conceptualized decision-making in relationship to career choice. They view occupational development as a continuous process. An individual faces a series of lifelong problems and decisions and goes through these states for each problem:

Anticipation or Preoccupation	Exploration Crystallization Choice Clarification
Implementation or Adjustment	Induction Reformation Integration

Steps

During the first general stage, a person *anticipates* a problem and becomes *preoccupied* by it. It may be an immediate problem, such as deciding on a course for the next term, or a long-range problem, such as selecting a career. The person begins to *explore* possibilities, generally in a highly imaginary, fantasy-oriented way as the individual projects her/himself into the alternatives. In the *crystallization* stage, the person makes a tentative decision or series of decisions, which lead to an actual *choice* of a goal and related activities. *Clarification* involves an elaboration of plans and leads into the second major phase, that of *implementation* and *adjustment*. As the person begins to implement her/his choice in the *induction* stage, the degree of success experienced determines whether s/he goes back to the exploration state or continues through *reformation* and *integration*, leading to stabilization. This sequence is repeated as the person experiences new problems. A person may not necessarily go through the process successively, but may go back and forth among the stages and may have overlapping of stages.

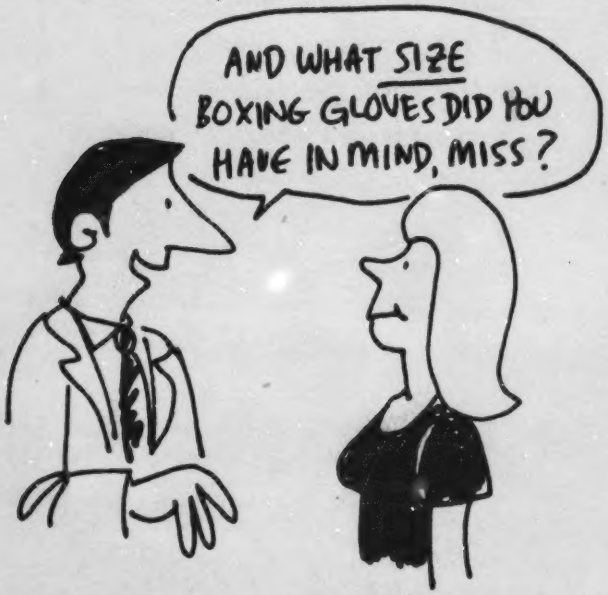
Tiedeman and O'Hara's scheme provides a conceptual model which you may find useful in interpreting the

decision-making process. Like all theories, Tiedeman's work is not static; rather it has evolved over time on the basis of new research results and insights. Tiedeman's ideas are like other theories in that they are far more complex than the brief summaries presented here can indicate. The following paragraphs are included to illustrate these points.

Awareness of Decision-Making

Tiedeman and O'Hara made their major statement on their theory of decision-making in 1963. Later, Miller and Tiedeman (1972) expanded on this and its implications for counseling. In the 1972 paper the concept of decision-making as a process with various substages is applied to all choices in life and not just to vocationally related decisions. The authors recommend that a counselor help students become aware of how they make decisions by having them verbalize what they do. Students need to know both the steps involved in decision-making and also how these steps relate to their own behavior.

They included a case study to illustrate how people can improve their decision-making process through increased self-awareness. In the example, a young woman becomes aware that she is impulsive in her spending patterns and that she frequently buys things she does not need or want.



She began to recognize this pattern and to delay making a purchase rather than responding to the first impulse. When it came to selecting a job, she found that here too she tended to react on impulse and became very excited about her first good job offer. But, aware of her impulsive nature, she delayed a decision until she had time to learn more about the alternatives. Upon reconsideration, she decided to accept another job which was more consistent with her interests and goals. So in this example, the woman's awareness of her decision-making style enabled her to have more control over her behavior, and she withheld her decision until she had time to be more deliberate.

Guidance Implications

The authors give this description on the role guidance personnel can plan:

> (1) providing the language framework necessary for the individual learner to comprehend more completely his behavior (both current and past) by introducing the appropriate formal statements about the decision-forming process; (2) illuminating the existing decision-making steps underway within the individual at that moment and simultaneously relating these present behaviors; and (3) encouraging the individual who is at that point gaining insights into his past and momentary behavior to (a) think ahead, (b) specify potential means of satisfying future needs which now are better understood, (c) create his own plan for fulfilling future ends of which he is now more aware, and (d) implement his then created decision with the realization that his actual future self-structure is now more fully known . . .[3]

Self-Constructionism

Recently, Tiedeman has been working in association with Peatling (1974) to expand his theories further. In this paper the concept of self-constructionism is developed.

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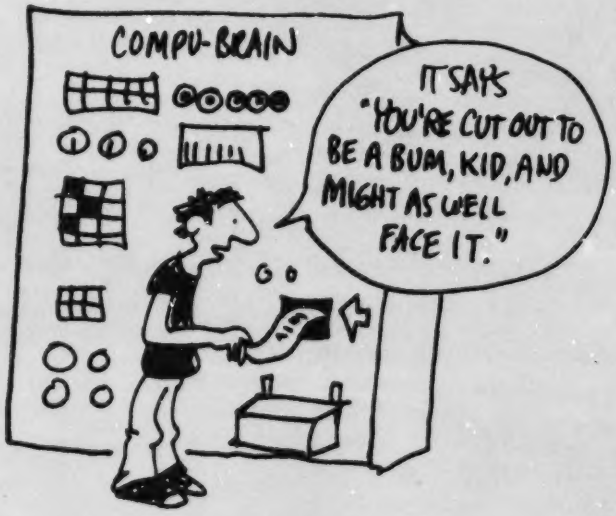
[3] A. L. Miller, and D. V. Tiedeman, "Decision Making for the '70's: The Cubing of the Tiedeman Paradigm and Its Application in Career Education." *Focus on Guidance*, 1972, 5(1), p. 4.

A person, or the self, is continually undergoing a process of self-directed development as s/he gains in understanding. Guidance personnel can facilitate this growth by giving students a language for describing states and concepts and by encouraging them to be aware of the process. The students can then learn to examine and analyze their own decision-making style. The authors explore the potential for using a computer to assist students in this process. They also apply the analogue of factor analysis as a technique for better understanding the major elements and development of personality.



Tiedeman's ideas are complex and fascinating in their evolution. The idea that counselors using computers and sophisticated statistical techniques can help students construct their own careers or lives suggests areas of research. It may be a glimpse at exciting directions for guidance in the future.

For now though, the decision-making theories have resulted in practical, interesting, and motivating materials for use in career guidance programs to teach

students decision-making skills. These include *Deciding* (Varenhorst, Gelatt, and Carey), *Life Career Game* (Boocock), and *A Task Oriented Course in Decision-Making* (Wilson). These materials can help educators implement a program which emphasizes the decision-making process.

Current practices in my career guidance program that reflect the decision-making theories:

Activities I could add to my program that are suggested by the decision-making theories:

Economic Theories: Money Is a Motivator

Economic Theories

The economic approach is basically a type of decision-making model by which people weigh the utility or benefit of various alternatives. Both monetary and non-monetary rewards are considered in determining utility, but the economists have focused on those variables which are most easily quantified, such as potential or lost earnings and the cost of schooling in relation to economic returns. These theories assume that economic return is a major motivator in making occupational choices, that people make decisions in a rational way, and that people have accurate information on the costs, rewards, and risks or probabilities.

Return on a College Education

One question economists have studied is return on investment in education. A college education has generally increased a person's lifetime earning potential, and the younger a person is when he begins his training, the more time there will be to benefit through higher wages. Costs which must be considered are not only educational costs, such as tuition, extra living expense, and books, but also foregone income, which is the income people would earn on a job if they were working rather than going to school. Foregone income can be a sizable sum and would generally double the costs of training. Foregone leisure is also an important factor which is often not considered. Schultz (1963), in his review of various studies on return on investment for high school and college education, found that the return is about ten to fifteen percent. A problem in interpreting this conclusion is that the people who attend college may differ in significant ways from those who don't, and these differences may account for their greater financial success. The economic studies generally have not adequately controlled variables such as intelligence or socioeconomic background to account for these

differences. Furthermore, there is increasing evidence that cultural and economic changes are resulting in a reduction in the rate of return from higher education.

Implications for Guidance

The implication for a career guidance program is that economic factors are important in vocational selection and that students should have access to the best available information on the economic outlook for various fields. Ten years ago counselors were encouraging students, particularly women, to become teachers, and now there is a substantial surplus of teachers. Also ten years ago, there were many scholarship programs to encourage young people to earn a doctorate, and now professional conferences are a scramble as Ph.D's attempt to make job contacts. Yet there are many jobs in service and technical fields which do not require a college education. The idea that a college education will assure a person a better job is breaking down as a higher percentage of students attend college and compete for a limited number of positions. People planning their careers need to be apprised of the realities of the

supply-and-demand outlook in various areas and the implications of an economic down-turn. The current emphasis of the career education movement on saleable skills, contacts with the world of work, and occupational information should help deal with this problem.

It is also important in a school guidance program to appreciate the crucial role of financing as students face educational decisions. This is particularly important for low-income students. In a survey based on a sample of 34,000 high school seniors, Tillery (1973) found that 88% of the lower-than-average income families contributed less than $600 to the student during the first year of college.

To conclude, economic factors are important and they are often underplayed in many guidance programs.

Current practices of my career guidance program that reflect the economic theories:

Activities I could add to my program that are suggested by the economic theories:

Sociological Theory: The Influence of Background

Sociological Theory

Sociologists deal with the process by which occupations are passed on from generation to generation, the impact of environmental factors on options and decisions, and the meaning of work in our society. Theorists in this group assume that one's social background has much to do with the choices one considers and makes. Influencers include occupation and income of parents, education of parents, sex, race, ethnic group, religion, place and type of residence, family stability, size of family, birth order, values of peers, school environment, and community. Sociologists have collected and analyzed information to determine the degree of influence of these and other variables.

Social influences

Findings of Studies

Many studies have explored the relationship between occupational attainment and family background, primarily using male subjects. In a major work, Duncan, Featherman, and Duncan (1972) found a high correlation between father's occupation and education and son's education, income, and occupational status. They also found that intelligence was an important factor which contributed to attainment. High income and status were related to a lesser extent to being white and from a small, stable family.

A study done by Sewell and Shah (1967) focused on the effects of socioeconomic background and intelligence on college plans and performance. They found that for young men the effects of socioeconomic status and IQ were about equal on college plans, but intelligence was substantially more important for graduation from college. For young women, the family background played a more important role in determining who attended college, but once they were enrolled, the influence of socioeconomic status and IQ were very close.

Berman (1972) conducted a study which points out how factors such as sex, race, and socioeconomic background can limit a person's perspective of occupational choice. He collected information on the career aspirations of girls attending a New York City high school. He found that 57% wanted to be secretaries, nurses, or teachers. Of the blacks, 35% wanted to be nurses; 34% of the Chinese wanted to be bookkeepers or accountants and the Puerto Ricans primarily wanted to be social workers. The sample was small and the data collection procedure was not refined, but the study is valuable in that it illustrated how background may influence aspirations.

Program Implications

The sociological theories have not been widely applied to the field of guidance and counseling, probably because they emphasize groups rather than individuals and because they do not deal very much with the process by which the variables influence people. Program implications are that vocational selection is a developmental process and that students may have a limited perspective on job choices due to their background. Program directions that are suggested may be to begin career guidance at the elementary grades, to expose students to more alternatives, to develop approaches to increase the options of special groups of students, and to provide students with skills in goal setting, planning, and decision making which will enable them to exercise more control over their own lives. Programs which include parents may be considered; counselors, teachers, and other educators should take time to examine their own biases and to explore how the school environment is influencing their students.

Current practices of my career guidance program that reflect the sociological theory:

Activities I could add to my program that are suggested by the sociological theory:

Personality Theories: What You Are Is What You Choose

Personality Theories

The major assumption of the personality theories is that individuals have certain needs and that they seek satisfaction for these needs through their occupational choices. Furthermore, people select a career area which is appropriate for their personality type. Personality theories are similar to some of the developmental approaches, but they incorporate a viewpoint of psychoanalytic or clinical psychology and emphasize the importance of early childgood experience, needs, and personality traits in vocational selection.

Parent-child Relations

Roe (1964) developed one theory based primarily on early childhood experiences and their implication for personality formation and vocational choice. In brief, the theory states that different types of parent-child relations lead to different need hierarchies which are later expressed in occupational selection. She found that warm parent-child relations encourage the child to select jobs that allow need satisfaction through interaction with other people, while cold parent-child relations influence the child to select jobs with a minimum of contact with other people.

Another major personality theory was developed by Holland (1972). In this theory, people select a work setting which permits the expression of their personality styles. He developed the following categories for personality types and work environment.

Personality Type and Environmental Models	Typical Occupations
Realistic	Laborer, truck driver
Intellectual	Chemist, mathematician
Social	Clinical psychologist, teacher
Conventional	Cashier, bookkeeper, clerk

Personality Type and Environmental Models	Typical Occupations
Enterprising	Car salesman, buyer politician
Artistic	Poet, musician

ISN'T SCIENCE GREAT? NOW THEY'VE CONFIRMED THAT ARTISTS TEND TO BE ARTISTIC!*
Journal of Something or Other
*subject to certain variables and void where prohibited.

This theory is closely related to the trait-factor approach in that it assumes that the congruence between the personality and the work environment will lead to higher vocational achievement and satisfaction.

Implications for Guidance

The personality approaches are intriguing with their emphasis on the importance of early childhood experiences and the culstering of personality types into certain vocational areas. However, research studies have not lent strong support to these theories due to difficulties in measuring the variables. Roe's theory would seem to imply a need for individual counseling or therapy for people with career problems. Such intensive personal attention may be

desirable, but it is not practical in most situations. Holland's theory stresses the need for accurate self-knowledge and information on occupations so that students can make appropriate choices.

Social Learning Theory: A Lifetime of Learning

Social Learning Theory

Recently, a group of researchers (Krumboltz, et al., 1975) took another approach in examining career development. They felt that the existing models did not adequately explain what happens to a person in the vocational or career selection process, and they applied a social learning theory model to this problem. The model provides yet another perspective for viewing career development.

The basic assumption of the social learning theory is that career or vocational development occurs through a learning process that is far more complex in humans than in laboratory animals. Human learning is not the passive acquisition of stimulus-response connections as a result of external rewards or reinforcements. It does not imply a lack of individual control of behavior.

Interpretations and Predictions

Instead, people use their thinking abilities to interpret events and link them in their minds with things that have happened in the past and things they expect will happen in the future. They can act or delay acting, based on what they predict will be the effect of their behavior. They learn to make predictions through observations of others as well as through their own experiences. A rewarding experience does more than increase the chance that the behavior preceding it will occur again. It also provides information for the person to analyze and use in the future to create situations that will be personally rewarding.

Current practices of my career guidance program that reflect the personality theories:

Activities I could add to my program that are suggested by the personality theories:

The social learning theory assumes that people should understand the forces that determine their choices and that it is possible for them to increase the variety of alternatives they consider open to them. This theory also recognizes that environmental and institutional forces may create conditions that thwart the development of some individuals. Frequently, system changes may be more appropriate than trying to help individuals adjust to institutions.

According to this theory, career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. Choices are not irreversible. Given appropriate skills, individuals can guide their own career development to make it more effective and satisfying.

Four Factors Influencing Certain Decision Making

The social learning theory identifies four factors that influence the nature of career or vocational decision making. Influencers include

1. *Genetic endowment and special abilities,* for example race, sex, physical characteristics and handicaps, intelligence, muscular coordination, and musical and artistic ability
2. *Environmental conditions and events* such as employment and training opportunities, policies for selecting workers, physical disasters, and social and technological changes
3. Learning experiences of two types:

   Instrumental Learning Experiences (ILE's) in which the individual acts on the environment to produce certain consequences

   Associative Learning Experiences (ALE's) in which the individual's pattern of response is a reaction to forces in her/his environment

4. *Task Approach Skills (TAS's),* the set of skills, performance standards and values, work habits, mental processes, mind sets, and emotional responses individuals bring to each new task or problem they face.

Self-Observation Generalizations

As the influencers interact in a person's experiences, three types of outcomes occur. *Self-observation generalizations (SOG's)* result when, as an outcome of learning experiences, individuals can observe their own performance, make comparisons, and make and report generalizations about performance. A statement like "I'll never match Shakespeare, but I write better than most of my friends" is an SOG. SOG's may or may not be accurate. People tend to remember generalizations more readily than the observations on which they are based. Preferences are an SOG outcome related to career, decision-making.

Task Approach Skills

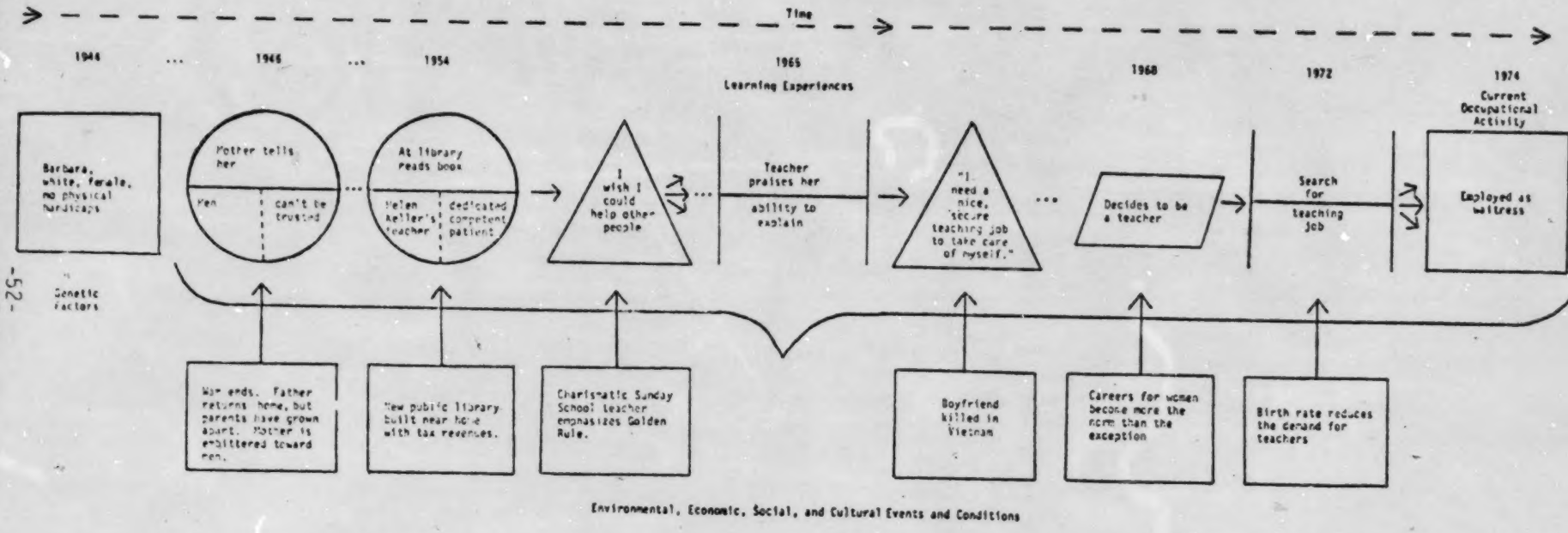
The second outcome of the interaction of influencers is new or altered *TAS's*, the mental abilities and emotional predispositions the individual uses to cope with the environment, interpret it in relation to her/his SOG's, and make predictions about future events. The career decision-making skills of clarifying values, setting goals, generating alternatives, seeking information, estimating, planning, re-interpreting past events, choosing alternatives, and generalizing are TAS's.

Action

The final outcome resulting from the interaction of influencers is, of course, *action*. In vocational decisions, entry behaviors are especially significant because they represent an observable step in an occupational progression. Examples include applying for a specific job, accepting a training opportunity, or changing a college major.

Model of Factors Influencing Career Choice

The model on the next page illustrates the factors that influenced the occupational choice of "Barbara" and shows their analysis by the social learning theory. In the box on the left side are the genetic factors she possessed at birth. Time moves from left to right. Environmental, economic, social and cultural events and conditions influence Barbara's learning experiences as the


Time
1944
1946
1954
1965
Learning Experiences
1968
1972
1974
Current Occupational Activity
Barbara, white, female, no physical handicaps
Genetic Factors
Mother tells her
Men
can't be trusted
At library reads book
Helen Keller's teacher
dedicated competent patient
I wish I could help other people
Teacher praises her
ability to explain
"I need a nice, secure teaching job to take care of myself."
Decides to be a teacher
Search for teaching job
Employed as waitress
War ends. Father returns home, but parents have grown apart. Mother is embittered toward men.
New public library built near home with tax revenues.
Charismatic Sunday School teacher emphasizes Golden Rule.
Boyfriend killed in Vietnam
Careers for women become more the norm than the exception
Birth rate reduces the demand for teachers
Environmental, Economic, Social, and Cultural Events and Conditions

"Barbara's" Occupation Selection

vertical arrows indicate. Elipses (...) show where large amounts of time and experience have been left out. The triple arrows indicate points where events or choices other than those shown could have occurred.

Only a small part of Barbara's career path is reflected in the model. She herself could have changed it at many points. It also could have been influenced by a career guidance program using direct (with individuals) or indirect (with their surroundings) interventions. A career guidance program consistent with social learning theory would have helped Barbara understand the forces that influenced her choices, assisted her to consider the many alternatives actually open to her, and helped her to learn and apply career decision-making skills. It might also have attempted to help her indirectly.

Current practices of my career guidance program that reflect the social learning theory:

Activities I could add to my program that are suggested by the social learning theory:

RELATIONSHIP OF THEORY TO PROGRAMS

RELATIONSHIP OF THEORY TO PROGRAMS

A. *Theories in practice*
B. *Summary chart*
   1. *Theory*
   2. *Assumptions*
   3. *Program implications*

Methods Are Theories Put Into Practice

Each of the theories you have read about emphasizes a certain aspect of the career decision-making process and contributes to our knowledge in this area. Together they give perspective and understanding of the purpose behind various guidance methods and a basis for evaluating the comprehensiveness of career guidance programs. The *methods* used in guidance programs put into practice the assumptions of career or vocational development theories. By methods, we mean the various procedures, techniques, and materials used in implementing a career guidance program. This would include individual counseling, group counseling, group instruction, educational media, career-revelant curriculum, simulation games, work experience, placement, and follow-up. By now you should have a fairly clear idea of the theoretical support for the methods included in your career guidance program.

Summary

Of course, no guidance program can do everything for everybody. A guidance program cannot meet all the needs suggested by the theories of career development. Rather, guidance personnel must set priorities and focus on program goals which they determine to be most important and the most feasible to attain. The remaining modules in this series will help you do just that.

The chart on the next pages summarizes the assumptions underlying various career or vocational theories and the implications of each theory for career guidance programs.

THE RELATIONSHIPS OF CAREER DEVELOPMENT THEORIES
TO CAREER GUIDANCE PROGRAMS

Theory	Assumptions	Program Implications
ACCIDENTAL	1. People tend to pursue alternatives that are familiar to them. 2. People tend to delay making career decisions. 3. People often choose available alternatives without considering their career plans.	1. Expose students to many alternatives. 2. Help students know about and acquire the skills that enable them to exercise more control over their lives.
TRAIT-FACTOR	1. Individuals possess unique patterns of capabilities and potentialities (traits). 2. A particular set of qualities is possessed by successful workers in each job family (factors). 3. It is possible to predict the success of each individual in each job family or occupation.	1. Assess individuals' traits. 2. Obtain lists of the factors necessary for success in each job. 3. Match each individual with the right job.
DEVELOPMENTAL	1. Vocational development occurs throughout life. 2. Occupational choice is a series of decisions, not just one 3. There are stages of vocational life. 4. Individuals have different patterns of vocational development. 5. Many factors influence occupational choice.	1. Provide guidance services at all ages. 2. Develop materials and services for each level of vocational maturity. 3. Do not restrict vocational guidance to job choice.
DECISION-MAKING	1. Vocational selection is a rational process. 2. This process includes: a) a decision maker; b) a decision; c) alternatives; d) evaluation of alternatives; e) the selection of an alternative; and f) actions to implement the selection. 3. People are able to use information to make wise choices.	1. Teach students the decision-making process. 2. Make information available to them.

Theory	Assumptions	Program Implications
ECONOMIC	1. People make rational decisions. 2. Economic return is a major factor in vocational choice. 3. Accurate information on cost, rewards, and risks is available.	1. Provide students with information on the economic outlook of various occupational fie[illegible] the rate of return of education or training, and sources of financial aid. 2. Help students recognize that a college education does not assure a good job.
SOCIOLOGICAL	1. Vocational selection is a developmental process. 2. A person's background influences the choices he or she makes. 3. A person's background may limit his or her perspective on alternative job choices.	1. Begin career guidance in the elementary grades. 2. Expose students to more alternatives. 3. Develop approaches to increase the options special student groups perceive. 4. Help students learn career decision-making skills so they may exercise more control over their lives. 5. Include parents in school guidance programs. 6. Have school personnel examine their own biases and explore how the school environment is influencing students.
PERSONALITY	1. Individuals develop needs in early childhood that they seek to satisfy in their choice of an occupation. 2. Personality types tend to cluster in certain occupations. 3. People should choose a career area appropriate for their personality type.	1. Provide counseling or therapy for people with career problems. 2. Provide information to students about personality types and their relation to occupations so students may make appropriate choices.
SOCIAL-LEARNING	1. Career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. 2. Human learning is cognitively mediated and under a person's control.	1 Help students understand the forces that influence their career choices. 2. Help them expand the range of career alternatives they conside. 3. Help students learn career decision-making skills and self-reinforcement so they may exercise control over their career development.

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IN-DEPTH STUDY AND ACTIVITIES

DEFINING PHILOSOPHY

A. *Concepts*
   1. *Philosophy*
   2. *Assumptions*

B. *Four steps in stating philosophy and assumptions*
   1. *Articulate present philosophy*
   2. *Study other sources*
   3. *Synthesize*
   4. *Produce a document*

The reading and activities you have completed so far in this module lead up to the first step in the career guidance program development process you will learn and apply in the other modules of this series. The first step is, of course, stating the philosophy and assumptions upon which your program will be based.

Philosophy

We've already discussed theories and how they relate to programs. How does the concept "theory" relate to the concepts "philosophy and assumptions?" The *philosophy* of your program represents an integration of ideas taken from theories. Essentially, program staff members pick and choose from the ideas of the theorists and incorporate the most meaningful ones with their own ideas to develop a rationale for their program's goals, objectives, and activities. They state the fundamental reasons that account for the way their program will be.

Assumptions

A major part of a program's philosophy is its *assumptions*, the set of principles which all staff members of the program agree will guide their activities. It is the commitment of staff members to using these assumptions to set program goals and objectives and select activities that is crucial.

As you can see, a program's philosophy and assumptions are different from its goals and objectives. Goals and objectives are like the foundation and frame of a house. They are the actual structures upon which the walls and windows and everything else are built. In this analogy, the philosophy and assumptions represent the owners' idea of what their house should be like and the architect's general plan for the house, the basic rules the builder should follow in construction. Only when these most basic definitions are clear can one proceed logically to the construction of a worthwhile foundation, and from that to the rest of the structure.

Advantages of Being Explicit

Earlier we discussed the advantages of making a career guidance program's philosophy and assumptions explicit. In summary, a statement of philosophy and assumptions does the following:

1. Provides a rationale for the program and a clearer idea of what it is trying to do
2. Lets staff check the consistency and compatibility of their activities and examine how these relate to the expectations of students, their parents, and others in the school system and society
3. Facilitates communication of the purpose of the program
4. Aids the planning for the future of the program.

Four Steps to Take

Four-Step Process for Stating Philosophy and Assumptions

How do you go about stating the philosophy and assumptions of your career guidance program? A four-step process is involved. The first step: identify what already exists. Second, study outside sources to supplement and improve this document. Third, evaluate and

synthesize material from the various sources in steps one and two. Fourth, produce a document which presents this synthesis in convincing and useful form. Your analysis of the theories of career development contributes to steps one and two. The rest of the activities in this module will help you complete the process. Before continuing though, let's consider each step in more detail.

Articulate Present Philosophy

If a program has been in operation, it in fact has a philosophy and set of assumptions already. But these may not have been thoroughly studied and articulated. So the first step is to do just that. Talk to other staff members. Find out what they feel are the basic assumptions on which they operate. Examine your own thinking in this regard. Pull together as much information as possible. The process, while it may be painful, will probably also be revealing and exciting. If you're beginning a new program, the same process can go on for those who will be involved in that program.

Study Other Sources

Once you have done this, the next step is to seek out sources of information on the subject outside the immediate program staff. Two such outside sources pertain: other local individuals involved with the program in one way or another, and the opinions of outside experts. The counseling staff represents only one of the groups with responsibility for defining the philosophy and assumption of their career guidance program. There are many groups with investments in the educational enterprise, including students, teachers, specialists, classified staff, building and district administrators, parents, board members, community agencies, local business and industry, service organizations and interested citizens. It would be wise to consult each on their thoughts and concerns. In addition, many experts have spent their lifetime trying to define the keys to worthwhile programs and the basic assumptions that should be incorporated in them. We have outlined their

thinking for you. Their ideas can provide a rich supplementary source of information in stating the philosophy and assumptions of your program.

Synthesize

Once all such information has been gathered, it must be evaluated and synthesized into a meaningful and integrated whole. Advice and thinking from various sources must be weighed and used sensibly. Many commonalities will probably emerge, and where important discrepancies exist, these must be resolved constructively.

Document

Finally, a document should be produced which summarizes the conclusions you reach. This will then serve as a basic building block for the entire effort of career guidance program development. The document need not be long and intricate. In fact, the more compact it is, the better.

"My philosophy and assumptions (other than 'never give a sucker an even break') are:

It should be drafted, distributed among key individuals involved in the defining process for reactions, and then revised accordingly so that it satisfies as many individuals and sources as possible.

The process of developing your own philosophy and assumptions can be invaluable, and the momentum the process can generate should start you down the road toward developing a truly worthwhile career guidance program.

ACTIVITY 1 - ASSUMPTIONS CHECKLIST

The purpose of this activity is to help you identify the assumptions of the philosophy of the career guidance program in which you participate and of your own philosophy of career guidance. Before you begin this activity, please study the Progress Check Sheet that follows the Assumptions Checklist. The Coordinator will complete the Progress Check Sheet for each participant at the end of the activity.

Directions

1. Read through the Assumptions Checklist and put a check in the column headed "Current Program" for each assumption you think is actually reflected in the activities of the career guidance program in which you now participate. You may work with other members of your guidance staff if you wish.

2. Glance over the Progress Check Sheet again. Then add to the Assumptions Checklist any assumptions of the career development theories that you believe are reflected in the activities of your guidance program. To check your judgments, you may want to review the lists you made in answering the first question after each theory in the Initial Reading section. Again work with others if you wish.

3. Read over the assumptions you have checked or added. Consider them carefully to determine if they cover all the activities of your program's staff. List any other assumptions on which your program's staff seems to operate. When you have added all the assumptions that you believe underlie your current program, check them off in the appropriate column.

4. Complete the center column of the checklist by marking those assumptions with which you personally agree. Follow the process outlined in steps 1 - 3.

5. Show your Assumptions Checklist to the Coordinator. S/he will discuss your work with you and complete Section 3 of the Progress Check Sheet for Outcomes 1 - 3. The Coordinator will also look over the two lists you made after each of the eight career or vocational development theories and complete sections 1 and 2 of the Progress Check Sheet.

ASSUMPTIONS CHECKLIST

Planned Program	Personal Philosophy	Current Program	
			1. Students need career guidance.
			2. Students have a right to career guidance as part of the public school program.
			3. The major career guidance effort should be devoted to students with serious problems.
			4. The major career guidance effort should be devoted to students beginning to develop problems.
			5. All students should receive career guidance services about equally.
			6. Career guidance should be included at the elementary level.
			7. Career guidance should be included at the intermediate level.
			8. Career guidance should be included at the high school level.
			9. Special career guidance programs should be provided for students with special needs, such as low-income or minority students.
			10. Early identification and treatment of problems is better than dealing with fully developed problems.
			11. Guidance personnel should primarily work directly with students.
			12. Individual counseling is the most effective way of dealing with most problems.
			13. A combination of practices should be included in a career guidance program.
			14. Guidance personnel should influence the behavior of significant adults in students' environment.

Planned Program	Personal Philosophy	Current Program

15. Guidance personnel should work closely with teachers in implementing programs.

16. Parents should be involved in a career guidance program.

17. A career guidance program should include links with the community.

18. Group instruction can be an effective way of meeting some career guidance objectives.

19. Students are motivated by rewards.

20. Creating fear or anxiety can shape student behavior.

21. Role models are an important influence on students.

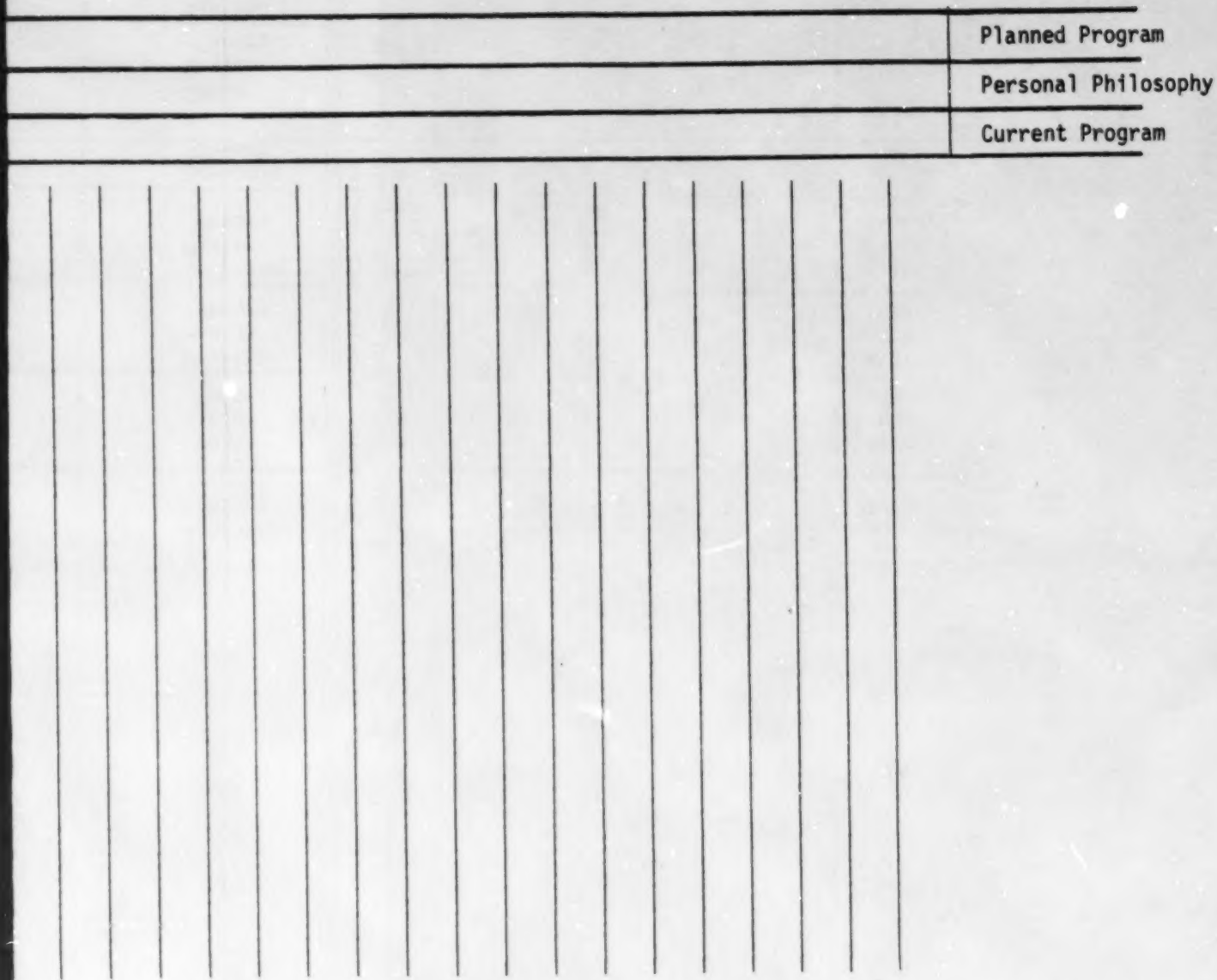
22. The integrity and individuality of students should be protected.

23. Family environment has a major influence on behavior.

24. School environment has a major influence on behavior.

25. People tend to move toward growth and personal development.

Additional Assumptions:


Planned Program
Personal Philosophy
Current Program

Name _____ Date _____

School _____

PROGRESS CHECK SHEET FOR OUTCOMES 1 - 3

Section 1 - Outcome 1	Accidental Theory	Trait-Factor Theory	Developmental Theory	Decision-Making Theory	Economic Theory	Sociological Theory	Personality Theory	Social Learning Theory
1. Practices of the participant's career guidance program were listed for this theory.								
2. The practices listed were sufficiently detailed to be meaningful.								
3. The practices actually reflect the theory for which they were listed.								

_____ This participant has attained Outcome 1. (Each theory checked on Item 1 above was also checked for Items 2 and 3. The participant gave a convincing explanation for those theories not checked.)

Section 2 - Outcome 2	Accidental Theory	Trait-Factor Theory	Developmental Theory	Decision-Making Theory	Economic Theory	Sociological Theory	Personality Theory	Social Learning Theory
4. At least one activity was listed for each theory.								
5. The activities listed were sufficiently detailed to be more meaningful.								
6. The activities actually reflect the theory for which they were listed.								

_____ This participant has attained Outcome 2. (Each theory was checked on Items 4-6 above.)

Name _____ Date _____

School _____

PROGRESS CHECK SHEET FOR OUTCOMES 1 - 3 (continued)

Section 3 - Outcome 3

_____7. For each assumption checked in the column headed "Current Program" on the Assumptions Checklist, this participant can state one activity of her/his career guidance program that illustrates that assumption.

_____8. This participant agrees that the assumptions checked cover all the activities of program staff members including clerical, administrative, and other indirect (not with students) activities. (These assumptions need not be consistent, but they should be comprehensive in the Coordinator's judgment.)

_____9. This participant has checked assumptions in column headed "Personal Philosophy." (This set of assumptions is consistent in the Coordinator's judgment. It need not be comprehensive.)

_____ This participant has attained Outcome 3. (The Coordinator has checked items 7 and 8 above.)

NOTE TO PARTICIPANT: If you have not achieved any one of Outcomes 1 - 3, decide with the Coordinator what you should do to demonstrate your attainment. Complete these activities and make sure you are checked off on all Outcomes before you finish this module. You will be asked to turn in this Progress Check Sheet at the end of the module.

ACTIVITY 2

ANALYSIS OF A SAMPLE STATEMENT OF PHILOSOPHY AND ASSUMPTIONS

This activity has two purposes. The first is to help you become familiar with one school district's statement of philosophy and assumptions. Although the names and some minor details have been changed, what you will hear about actually happened, and the document you will read and analyze is very close to one produced by the guidance staff of a school district. It is by no means complete or perfect, nor should you consider it an exemplary model to follow. We present it here to help you start thinking about the statement of philosophy and assumptions you will write in the Application.

This activity is also designed to help you begin to identify the assumptions upon which you and your co-workers will base the career guidance program you will plan in this series of modules.

Directions

1. Choose three members of your group to role play the following script, and, if you wish, read along in the text. The script explains the background of the Lexington Lake career guidance program and the history of its statement of philosophy and assumptions.

2. Read and study the text of the statement of philosophy and assumptions. (It follows the script in your module.) As you read the text, note points with which you agree or disagree and ideas you have for improving the document.

3. Turn back to the Assumptions Checklist included in Activity 1. Put checks in the column headed "Planned Program" for those assumptions you believe should underlie the program you plan to develop through this series of modules. Add any assumptions you feel are missing. Consider the constraints of your setting, but do not be unduly influenced by them. Change is usually possible if you feel strongly about items you checked as your "Personal Philosophy".

4. Meet in small groups to discuss the Lexington Lake statement of philosophy and assumptions. Use the points you noted in step 2 to stimulate discussion. If time remains, discuss the assumptions each group member checked in step 3. Relate these to Lexington Lake's statement of philosophy. Note areas of consistency and discrepancy. Then see which assumptions the group can agree upon. Try to get them to agree with all the assumptions you checked on step 3.

SCRIPT

THE EVOLVING PHILOSOPHY OF CAREER GUIDANCE IN LEXINGTON LAKE

District Director of Guidance (DOG):

The history of the career guidance program in the Lexington Lake School District is interesting. Five years ago we were selected to field test some career education curriculum materials. The materials helped students learn about a variety of jobs and see how the things they were learning in school could be used in their lives.

Elementary Counseling Supervisor (ECS): (interrupts)
(Chris)

It's true the career ed. materials were O.K. as far as they went, but they didn't go far enough.

DOG: I'm getting to that. As Chris says, we felt that career guidance had been neglected in the career ed. materials. We wanted to beef-up our program in this area. Dr. Wolcott, the district superintendent, agreed and gave us his enthusiastic support.

Secondary Counseling Supervisor (SCS):
(Pat)

Don't forget Professor Hannon and his staff at Lexington State.

DOG:

I won't. O.K. Why don't you tell the group how he came to be involved in our project?

SCS: Well, at that time I had just completed an in-service course in systematic career guidance program planning that Dr. Hannon taught at the University. We thought that some of his ideas could really

SCS: (continued)

improve the career guidance program at Lexington Lake. As my final project for the course, I wrote a proposal to try some of the ideas out. Our superintendent liked the proposal and found some money in the budget for Prof. Hannon to consult with us. That's how our project was launched.

DOG: Thanks, Pat. With your and Professor Hannon's help, we conducted a district-wide needs assessment to identify our students' needs for career guidance. Over the summer we wrote career guidance units patterned on the career ed. curriculum to help students meet their biggest needs. In the fall, a number of counselors in the district worked with two or three teachers at each academic level to try the units out in the classroom. The units caught on pretty well, and the program has since grown by leaps and bounds.

ECS: You make it sound too easy! We've had a lot of setbacks along the way. We should talk about them.

DOG: Okay . . . How about "articulation"?

ECS & SCS: (In unison) Yeech.

DOG: Pat, you were the first one to worry about that. Why don't you explain the problem?

SCS: Sure. What we were aiming for was a comprehensive, developmental career guidance program that would help meet students' needs from kindergarten through high school graduation and maybe even beyond that. Of course, we couldn't do everything at once, so at first we concentrated on the highest priority needs at each academic level.

DOG: We had objective data from the needs assessment to back us up.

ECS: The problem was that there was little coordination among the programs at each of the three academic levels. The elementary program focused on helping children develop positive self-concepts.

DOG: The junior high program was more concerned with helping students resolve adjustment problems.

SCS: And the senior high program dealt with occupational choice. I became concerned that the senior high program was not building on what the kids learned in elementary school and junior high.

ECS: We all agreed that many of the needs we try to help children fill in the early grades continue as they grow older. We wanted to design a total program that was articulated at each grade level.

DOG: Prof. Hannon pointed out that we should try to work up a developmental sequence of student needs from K-12. This would show us where we needed new career guidance units and suggest ways to improve the units we had already developed.

ECS: Unfortunately, the professor's suggestion was easier said than done. When we tried to work out the sequence of needs, we found that our ideas on the kinds of development we wanted to encourage weren't always consistent. In the back of our minds, we each had our own philosophy about human development, education, and guidance. Our philosophies were slightly different so we didn't always agree on the assumptions we held about the way career guidance should be. It took us a while to realize this.

DOG: Fortunately we did. Then we each took some time to jot down our ideas and compare them. Those discussions weren't always fun. I remember I was a little taken aback to discover that some of my "cherished beliefs" could be challenged.

SCS: I felt that way too, but I also remember how stimulating it was when we got into one of those sessions. I really had to be on my toes to keep up with you and Chris. I never realized how much my philosophy influences what I do around here. When I saw that you didn't always agree with me, I became a little uneasy. Nobody had forced me to justify my assumptions like that before.

ECS: That's when Professor Hannon's help really came in handy. He had the students in one of his developmental psychology classes do a literature review for us. They abstracted what some of the experts in counseling psychology had to say about the skills students need to become fully functioning members of our society. Even though the experts didn't agree either, we felt like we were on firmer ground with that kind of background.

DOG: What came next required a lot of hard thinking but I believe it was worth the effort . . .

ECS & SCS: (in unison) That's right. Agreed.

DOG: . . . We started by listing the assumptions with which we all agreed. We revised and added to our list many times. We also asked for the advice and opinions of lots of different people.

SCS: At the same time, we thought about the skills of the fully functioning individual (or FFI, for short) that the professor's students had abstracted for us. We began to see common themes in the thinking of the various "experts". By working with their ideas and incorporating our own, we were able to get a picture of some of the general outcomes we hoped our career guidance program would help students achieve. We thought this was a good first step toward writing the developmental sequence.

ECS: Professor Hannon helped us design a model for the sequence. (Laughs) Now all we have to do is fill in all the little boxes.

DOG: Whoa. We're getting ahead of ourselves. After we had written down our assumptions and thoughts about general areas of student outcomes for our program, we thought we should get together a summary of the philosophy of our program. We wanted to make sure we had a clear rationale for the program that everyone involved could understand and agree to before we went any further.

SCS: We put a lot of work into that statement of philosophy, and we're still not satisfied with it. Right now we've given copies of our latest draft to anyone who will read it and give us their ideas.

DOG: We'd like to share it with you, too. We haven't finished with it yet, either, but perhaps it will stimulate your thinking. You probably won't agree with us on many points, and, of course, your school district is different than ours. You'll probably want to develop your own statement of philosophy and assumptions for your career guidance program. But maybe our ideas will help you in this process.

THE EVOLVING PHILOSOPHY OF CAREER GUIDANCE IN LEXINGTON LAKE

This paper will attempt to clarify the evolving philosophy of career guidance as it is practiced in Lexington Lake in terms of the traditional questions: Why? What? and How?

a. *Why?*

People in search of themselves, in search of the meaning of life, in search of their place in the scheme of things, is a recurring theme among us. Growing children must learn to understand themselves, other people, and their world, and gain experience and skills in order to develop for themselves an identity in three areas. These areas relate to their self-concept in terms of themselves as individuals, their relationship to others in their environment, and their role as productive members of society. These identities integrate the individual's knowledge, feelings, and skills and depend upon her/his own unique problem-solving style.

The need for individual identity is often in conflict with a society that, in many of its manifestations, demands conformity. Often the needs of the individual and the equally important needs of her/his society have not been adequately mediated and both have suffered. If both the needs of the individual and society are to be met in a meaningful manner, a broad definition of *career* and of *career guidance* is demanded. *Career* must be more than just getting and holding a job.

In this larger sense, *career* becomes not just what one does to make a living, but all the human activities associated with making a life. There is a further requirement for commitment, not just toward a betterment of oneself but also to one's contemporaries and the other animate and inanimate aspects of one's environment. Thus, *career* as defined in Lexington Lake incorporates the development of skill in the following six areas of an individual's life:

1. Occupations
2. Education
3. Personal and social behavior
4. Learning how to learn
5. Social responsibility
6. Leisure-time activities

Career guidance thus includes all the activities in which "helpers" (counseling personnel such as guidance counselors, teachers, and para-professionals) engage to assist children and youth in their career development: in attaining the skills to make a life that is personally fulfilling and that contributes in some measure to the quality of life of others in their world. Central to this process is the provision of assistance to each individual to enable her/him to set meaningful personal goals and to make decisions and solve problems encountered in reaching these goals. The acquisition of these skills and the other competencies of the FFI in turn requires that individuals define for themselves an identity, an internal sense of self, that helps them process stimuli arising both from within and outside themselves.

The ultimate outcome of the career development process is FFI's who are able to use goal-setting, decision-making, and problem-solving skills to project their identity into the contemporary world. Achieving identity may be described simply as the "ah-ha" moments in one's growth process. It is the bridge between information and skills and one's internalization or use of them.

The guidance staff in Lexington Lake has conceptualized three aspects of an individual's identify:

1. Self identity--"That is what I am like."
2. Social identity--"This is my relationship to the world."
3. Functional identity--"This is what I intend to do about it."

Self identity is the integration and acceptance of self in the light of an understanding of one's assets and liabilities and the processes of human dynamics. People who have achieved a high level of self identity are most often characterized by information-seeking and exploratory behavior. They are more able to differentiate and integrate incoming information and their experience of it. They are able to entertain a greater number of alternatives to a problem and remain accepting of a wider variety of viewpoints and alternatives in those around them. Because they are aware of and have come to terms with themselves, they are able to depend on their own conclusions, direct their own behavior, and accept responsibility for their behavior rather than depend unduly on externally defined patterns. In short, they employ a more creative and energetic problem-solving style.

Social identity is an extension of self identity. A prerequisite to social identity is an understanding of the world. Individuals who have an understanding of the world also have a knowledge of themselves in relation to their society and ever-changing environment. In this respect, understanding one's self and understanding the world are interrelated. One may understand the world better through an improved understanding of self or improved perceptions of the self may change interactions with one's world. It is the awareness of this interrelationship that contributes to the development of social identity. As people are able to respect themselves, they are better able to respect other people and other life forms in a finite environment. They actively explore the facets of their world and form a definition of themselves in relationship to it. They are able to recognize and entertain more problems without being overwhelmed and have a more precise understanding of the implications of those problems as they relate to their personal commitment to themselves and their society.

Functional identity is a personal commitment to act based essentially on one's self assessment and social assessment. It is the active cultivation of one's assets in the interest of personal and social goals--a combination of "this is me in the world" and so, "this is how I see myself behaving." Functional identity includes personal acts of service or leisure as well as acts of survival.

For individuals to achieve optimum functional participation in their world, many skills and experiences--both simple and complex, technical and human--are required. Skills in interpersonal relations are important career competencies. They foster cooperation and beneficial interaction. There is no question that individuals require certain other competencies (those of the FFI) to function in a technical society. Certainly, lack of skills in reading, writing, and mathematics, as well as motor skills, constitutes a tremendous handicap to achieving the status of an FFI.

Besides the acquisition of skills, reality experiences are necessary to the development of functional identity. Individuals need the opportunity to practice their developing skills in various real and simulated settings to provide them with experiences and information they can use in

developing the career plans in which their unique functional identities are manifested.

People with functional identity, because of their greater awareness of themselves and their world, are very likely to have a strong commitment to self development as well as to service, to appreciation as well as to play, and they tend to find unique ways of achieving their goals.

b. *What?*

Career guidance in Lexington Lake is considered to be the synthesizing, humanizing core of the educational system. It provides individualized assistance to students and helps to structure conditions and provide experiences that facilitate the development of individuals' identities and the realization of their potentials as FFI's. Throughout this process, the student is in control. S/he gains understanding of her/himself, others, and the world and obtains basic skills and experiences as a result of the application of *effective goal-setting, decision-making, and problem-solving skills*, rather than as a result of a random or haphazard process that controls the individual rather than the reverse.

Skills in goal setting, decision making, and problem solving are considered to be the foundation of the career development process. Individuals use these skills throughout their lives, since career development in the broad sense continues until death. Each person has the potential to achieve success and satisfaction in the pursuit of a number of alternatives in each of the six areas of her/his career or life. An individual's career plan in our changing society must be flexible. S/he must possess general skills, in goal setting, decision making, and problem solving in order to refine basic skills and develop new skills based upon changing needs. An important aspect of career guidance in Lexington Lake is to assist students to develop the general skills that will enable them to foster and revise their career plans.

All people set goals, solve problems, and make decisions throughout their lives. Often, however, they have little awareness of what they are doing or of its effectiveness. The staff of the Lexington Lake guidance department believes that increased awareness of the process and the application of learned skills can result in greater effectiveness. There are at least four identifiable skills career guidance can help students learn. They are:

1. Recognition of one's usual goal-setting, decision-making, problem-solving process.
2. Assessment of its effectiveness in terms of the source and accuracy of information upon which one tends to rely.
3. Consideration of the breadth of possible alternatives one habitually uses.
4. The evaluation of the satisfaction which a chosen course of action offers.

c. *How?*

Five basic principles have guided the staff of the Lexington Lake department in establishing their career guidance program. These are:

1. CAREER GUIDANCE MUST HELP DEVELOP AND PROTECT INDIVIDUALITY. Programs must provide students, teachers, and parents with assistance to the end that each student can become aware of her/his needs and can develop and pursue immediate and long-range personal goals, together with related plans for achieving these goals.
2. CAREER GUIDANCE SHOULD BE AVAILABLE TO ALL STUDENTS. It should address all career-related needs of all students at each academic level, rather than only the needs of a selected group of students.
3. CAREER GUIDANCE SHOULD BE INTEGRATED WITHIN THE EDUCATIONAL PROCESS. It should be part of the basic instructional processes of the school to help each student and her/his parents recognize the relevance of the instructional program to the student's development.
4. CAREER GUIDANCE SHOULD BE DEVELOPMENTAL AS WELL AS PRESCRIPTIVE OR REMEDIAL. It should include interventions directly with individuals through both a *developmental* phase to maximize the prevention of problems and a *prescriptive* phase to help alleviate persistent problems. Indirect interventions should also be an important program consideration.
5. CAREER GUIDANCE PERSONNEL MUST BE ABLE TO EVALUATE THEIR OWN EFFECTIVENESS. They must remain responsive to the individual differences of those served, must evaluate the effectiveness of different strategies used, and must engage themselves in a continuous assessment and feedback process.

The program itself, when completed, will be a coordinated developmental program to facilitate an individual's growth from kindergarten through high school graduation and perhaps through junior college as well.

The main vehicle of the Lexington Lake career guidance program to date has been individualized instructional/counseling units integrated into the regular curriculum of the schools. These units are based on goals and performance objectives derived from needs assessment data and are taught by teacher/counselor teams. In the future, staff of Lexington Lake's guidance department plans to institute a placement service, a community career resource center, and other activities to make its career guidance program more comprehensive.

A rather broad brush has been used to describe the status of career guidance in Lexington Lake. Much greater detail is required for an operating program. This greater level of specificity will be supplied through the statement of a developmental sequence of student needs which is being prepared with the assistance of Professor Hannon of Lexington State University. This statement logically follows from the evolving philosophy of career guidance presented in this document. The philosophy provides the compass, while the developmental sequence will serve as the roadmap--the matrix for program development and implementation.

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2. Assessment of its effectiveness in terms of the source and accuracy of information upon which one tends to rely.
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APPLICATION

You are now ready to map out a plan for writing a statement of philosophy and a set of assumptions for the career guidance program you will be planning throughout this series of modules. In this module, you have read material and engaged in activities that contribute to your statement. Here is where you can review what you have learned and accomplished and then identify the steps you should take in the future to produce a finished document.

Let's review the steps we suggest for writing a statement of philosophy and assumptions. (The pronoun "you" below refers to you personally or to members of your program planning team.)

Step 1 - Identify the Philosophy and Assumptions of Your Current Program

In relating the theories of career or vocational development to your current program and in completing the Assumptions Checklist in Activity 1, you have nearly completed this step. Before beginning Step 2, you should plan to talk to other members of your program's staff to find out how their thinking compares to yours. A group meeting would be ideal, but if you prefer, you may talk to each member individually.

Step 2 - Study Outside Sources

Your analysis of the theories of career or vocational development and Activity 2 contributed to this step. Other sources you might want to study are listed in the References section of this module. Another important category of "outside sources" are the people who might be affected by your career guidance program. You should make plans to get the opinions of students, teachers, building and district administrators, other school staff, parents, board members, representatives of community agencies, local business and indistry, service organizations, and interested citizens.

Step 3 - Produce Draft Document and Circulate it for Review

Once you have gathered ideas from many sources, your task is to evaluate various opinions and synthesize them in written form. Common

themes are likely to emerge, and where discrepancies exist, you should make clear the rationale behind your resolution of them. You began the synthesizing process in Activity 2 when you checked the assumptions of your planned program. When you have written a first draft of a statement of philosophy and assumptions for your career guidance program, you should circulate it among members of the groups you contacted in Step 2 above. Their suggestions are critical at this point.

Step 4 - Produce Final Document and Obtain Staff Commitment

In the last step, you once again evaluate and synthesize the input you have received and then produce a final statement of philosophy and assumptions for your program. Of course, you may want to revise this document in the future, but it should represent the kind of foundation for your program development activities that you and the other members of your guidance staff can stand upon. You should make sure that everyone understands the implications of the document and is committed to act in accordance with it.

Directions for Application

1. A structured form is provided to assist you in your planning. Copy as many as you need. We suggest that you begin each step on a new page. You may work on this activity by yourself or in small groups.

2. In the left-hand column, record the step (1, 2, 3, or 4) in writing your statement of philosophy and assumptions. (These are the steps just outlined.)

3. In the next column, record in detail each activity you plan to accomplish to complete the step. For example, if in Step 1 you plan to hold a meeting of members of your guidance department to gather their ideas on the philosophy and assumptions of your current program, write this down.

4. In the third column, write down the names of the people who will be responsible for accomplishing each activity.

5. Try to estimate the schedule for each activity. In the fourth column, write the date on which it should be completed.

6. Finally, note the result of each activity in the last column. The outcome of the group meeting in the example above would be a list of ideas on the philosophy and assumptions of your current guidance program.

7. When you have finished your plan, show it to your Coordinator. S/he will judge it according to the criteria listed on the Program Check Sheet for Outcome 4 and will certify your attainment of Outcome 4.

Writing down your plans in the way we suggest has a number of advantages. It will help you to monitor your progress and to make sure everything gets done on time. If you give copies of the plan to the people who are responsible for completing activities, communication will be easier and everyone will know how their tasks fit into the total design. Of course, your plans are likely to change as you begin to implement them. For the reasons mentioned, we suggest that you record your alternate plans in the same way as your initial plans.

NAME _____ DATE _____

SCHOOL _____ PAGE _____

A PLAN FOR WRITING A STATEMENT OF PHILOSOPHY AND ASSUMPTIONS

STEP	ACTIVITY	INDIVIDUALS RESPONSIBLE	SCHEDULE	PRODUCT OR OUTCOME

100

101

PROGRESS CHECK SHEET FOR OUTCOME 4

_____ 1. Each column of the plan has been completed for each of the four steps

_____ 2. The activities listed for each step are likely to contribute to its completion

_____ 3. The activities for each step are
   a. realistic
   b. comprehensive
   c. worthwhile

_____ 4. The schedule is feasible

_____ 5. The product or outcome is likely to result from the activity for which it was listed

_____ 6. The products or outcomes of activities are used in subsequent activities to contribute to the statement of philosophy and assumptions

_____ This participant has attained Outcome 4
(The Coordinator has checked items 1 - 6 above)

NOTE TO PARTICIPANT: If you have not achieved Outcome 4, decide with the Coordinator what you should do to demonstrate your attainment. Complete these activities before you finish this module. You will be asked to turn in this Progress Check Sheet and the one for Outcomes 1 - 3 during the Module Wrap-up.

APPENDIX

OPTIONAL GROUP SIMULATION DESCRIPTION

The description below is intended as a frame of reference for those of you who are not working in a particular setting. You may wish to describe one of the other schools that might be in the "Lillington School District," to change parts of this description, or to use it for ideas in creating your own setting. Feel free to modify it to meet your particular needs.

The Lillington School District is a suburban district made up of seven elementary schools, four junior high schools, and two high schools, with a total school population of 10,000 students. The district is rapidly changing from one that is largely rural to one that is urbanized. It has several active industries, including a furniture factory and an automobile assembly plant. The minority population is growing, and the unemployment rate is higher than that in the rest of the state.

Lillington's Chester Arthur High School has an enrollment of about 1,600 students in grades 9-12. Approximately 75% of the students are from lower and lower-middle class families; 20% are from middle class families; 5% are from upper-middle class families. The racial/ethnic composition is approximately 82% white, 11% black, 5% Spanish-surname, and 2% Oriental and Indian. The school has experienced some group conflicts, but none serious to date.

No follow-up studies have been conducted in recent years, but the school's counselors estimate that about 40% of their graduates continue their education, mainly at the nearby community college. The dropout rate there and in Arthur High is unknown. The counselors guess that at least half of the girls marry within a year after graduating from Arthur High; most of them do not seek jobs until after they have had children. Most of the remainder of the female graduates and a large majority of the males seek jobs locally, principally in the furniture and auto assembly plants. No information is available as to their success of failure in obtaining jobs.

Chester Arthur High School is headed by a fairly pragmatic principal and a progressive, forward-looking vice-principal. The teaching staff is a mixture of older, conservative individuals who want to avoid most "new fangled ideas" and young, liberal instructors who are eager for change. Each group has its well-liked leaders.

The guidance staff consists of the director of guidance, who is a frustrated Freudian psychoanalyst, and two counselors: a middle-aged ex-space engineer who loves paper work and a young vegetarian who likes to "rap with kids." Two part-time aides assist with filing and other clerical tasks. The department has never formulated its goals and objectives, and its principal guideline is "How have we handled that in the past?" The department seems to be drifting, each member "doing his own thing" without cooperation or coordination.

The school's efforts in career education are haphazard. Some teachers, it is thought, include in their classes some career information about the subject area. Counselors supply specific information to students who request it. The school library includes a file of occupational information, but it is rarely used and poorly maintained.

Chester Arthur High, as well as other Lillington District schools, has experienced a number of problems recently. There are persistent rumors of widespread drug sales and usage on campus. Racial tensions are increasing. Students complain a great deal about the curriculum and the school in general. School spirit is at an all-time low.

Parents and community members are becoming increasingly dissatisfied with the school system. They feel that taxes for education are far too high and that students are not adequately prepared for the world they face upon leaving school. A number of parents believe that faculty members are too liberal and that they should devote more time and effort to "the basics." Other parents insist that the school is old fashioned and that much of the subject matter is irrelevant and unimportant. Parents from both of these groups say that their children do not know what they want to do and are uninformed about career opportunities and job requirements.

Arthur High graduates, complain local employers, make poor employees. Many employers seem to agree with a statement made by a foreman at the furniture plant: "All these kids care about is the paycheck, but they don't know how to earn it."

Due to financial problems, there has been talk recently of having to reduce the school staff. One of the leading candidates for reduction is the guidance staff. While the staff members seem to be generally liked by both students and teachers, the school administrators are having trouble justifying the expenditure of money for so tenuous a purpose. They are seeking documentation and other evidence to justify retaining the guidance program and staff.

REFERENCES

If you would like to know more about counseling theory, try any one of the following basic references:

Beck, Carlton E. *Philosophical Foundations of Guidance.* Englewood Cliffs, New Jersey.: Prentice Hall, 1963.

McGowan, John and Lyle Schmidt. *Counseling: Readings in Theory and Practice.* New York: Holt, Rinehart, & Winston, 1962.

Patterson, C. H. *Theories of Counseling and Psychotherapy. 2nd ed.* New York: Harper and Row, 1973.

Stefflre, Buford. *Theories of Counseling.* New York: McGraw-Hill, 1965.

For an overview of the various theories of career development or more information on the process of career choice see the following:

Borow, H. *Career Guidance for a New Age.* Boston: Houghton Mifflin, 1973.

Crites, J. O. *Vocational Psychology.* New York: McGraw-Hill, 1969.

Herr, E. L. *Vocational Guidance and Career Development in the Schools: Towards a Systems Approach.* Boston: Houghton Mifflin, 1972.

Osipow, S. H. *Theories of Career Development.* New York: Appleton-Century-Crofts, 1968.

Shaw, M. C. *The Function of Theory in Guidance Programs: Guidance Monograph Series 1.* New York: Houghton Mifflin, 1968.

Super, D. E. and Bohn, M. J. *Occupational Psychology.* Belmont, Calif.: Wadsworth Publishing Co., 1970.

Tolbert, E. L. *Counseling for Career Development.* Boston: Houghton Mifflin, 1974.

Walz, G. R., Smith, R. C., and Benjamin, L., eds. *A Comprehensive View of Career Development.* Washington, D. C.: American Personnel and Guidance Association, 1974.

Zaccaria, J. *Theories of Occupational Choice and Vocational Development: Guidance Monograph Series IV.* Boston: Houghton Mifflin, 1970.

These are good sources for more in-depth information on particular theories:

Duncan, O. D., Featherman, D. L., and Duncan, B. *Socioeconomic Background and Achievement.* New York: Seminar Press, 1972.

Ginzberg, E. "Toward a Theory of Occupational Choice: A Restatement." *Vocational Guidance Quarterly* 20, no. 3 (1972), pp. 169-176.

Holland, J. L. *Making Vocational Choices: A Theory of Careers.* Englewood Cliffs, New Jersey: Prentice Hall, 1973.

Roe, A., and Siegelman, M. "The Origin of Interests." *APGA Inquiry Studies,* No. 1. Washington, D. C.: American Personnel and Guidance Association, 1964.

Schultz, T. W. *The Economic Value of Education.* New York: Columbia University Press, 1963.

Super, D. E. "Vocational Development Theory: Persons, Positions, and Processes." *The Counseling Psychologist* 1 (1969), pp. 2-9.

Tiedeman, D. V., and O'Hara, R. P. *Career Development: Choice and Adjustment.* New York: College Entrance Examination Board, 1963.

For information on methods and approaches in career guidance, see the following:

Bottoms, G., and O'Kelley, G. L. "Vocational Education as a Developmental Process." *American Vocational Journal* (March 1971), pp. 21-24.

Campbell, R. E., Walz, G. R., Miller, J. V., and Kriger, S. F. *Career Guidance: A Handbook of Methods.* Columbus, Ohio: Charles E. Merrill, 1973.

Gysbers, N. C., Drier, H. N., and Moore, E. J., eds. *Career Guidance: Practice and Perspectives.* Worthington, Ohio: Charles A. Jones, 1973.

Hansen, L. S. *Career Guidance Practices in School and Community.* Washington, D. C.: National Vocational Guidance Association, 1970.

Hoyt, K. B., Pinson, W. M., Laramore, D., and Mangum, G. L. *Career Education and the Elementary School Teacher.* Salt Lake City: Olympus, 1973.

Tuckman, B. W. "An Age-graded Model for Career Development Education." *Journal of Vocational Behavior* 4 (1974), pp. 193-212.

Willingham, W. W., Ferrin, R. I., and Begle, E. P. *Career Guidance in Secondary Education.* New York: College Entrance Examination Board, 1972.

And for general interest:

Panel on Youth of the President's Science Advisory Committee. *Youth Transition to Adulthood.* Office of Science and Technology, Executive Office of the President, June, 1973.

Terkel, Studs. *Working: People Talk about What They Do All Day and How They Feel about What They Do.* New York: Pantheon Books, 1974.

COORDINATOR'S GUIDE

MODULE 1

CAREER DEVELOPMENT THEORY

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

August 1975

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately on the Progress Check Sheets. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

1. Study the module thoroughly ahead of time. Be familiar with all participant materials and this Coordinator's Guide. Have present any equipment or materials needed, such as the tape-slide and equipment to show it, a blackboard, paper and pens, and so on.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Conduct introductory presentation and discussion (See "Suggestions for Introductory Presentation" in this guide.)
4. Explain Activity 1. (See "Suggestions" in this guide.)
5. Complete "Progress Check Sheet for Outcomes 1 - 3" for each participant.
6. Introduce Activity 2. Play tape. Assist in small-group discussions. (See directions in participant's materials.)
7. Introduce the Application. (See "Suggestions" in this guide.) Circulate among participants, answer questions, and help them as needed.
8. Complete "Progress Check Sheet for Outcome 4" for each participant.
9. Conduct Wrap-up session. (See "Suggestions" in this guide.) Collect both Progress Check Sheets.
10. Throughout, observe how things go; collect suggestions for ways to improve the module. Keep a written account of these.
11. Submit the results of 9 and 10 to the overall workshop director.

INTRODUCTORY PRESENTATION

1. Introduce yourself and conduct a go-around so group members can meet each other. Have each one give her/his name, position, reason for attending the workshop, and what s/he expects to get out of it.

2. Briefly explain the purpose of the series of modules. Relate how the planning process that participants will learn through this series of modules will help them restructure their current career guidance program to approach the ideal. Also reiterate how students may use an outline of the planning process in their own career development. Explain how the modules are to be used and how the workshop will operate. Explain to participants that they will be expected to *produce* during the workshop, not merely absorb. Note that the modules are designed to develop skills and that evaluation procedures are included to assess whether participants have achieved the competencies stated in the module outcomes. Explain that the evaluation procedures serve two purposes: to allow participants to check their progress and to permit the module developers to assess their effectiveness.

3. Conduct a group discussion of the questions in the Career Reflections Activity. Have everyone give their answer to question 1. Ask for comments, summarize, and then go on to the next question. Spend about 10 minutes on the discussion. Below are points you should emphasize for each question. If a blackboard or display stand is available, list all the responses to questions 2 and 3.

1) When do you first remember wanting to enter your career field?
   - Career choice is a gradual process and people begin with a general interest.
   - People clarify their preferences at different ages. Some may have decided in grade school; some in college or after another job.

2) What were some of the major influences on your career choice?
   - Emphasize the broad range of influences on people, citing the examples participants gave.
   - Many important influences may not have been listed. These include sex, race, socioeconomic background, norms and values of our culture, etc.

- Note how many people mentioned a career guidance program as a major influence.

3) What were the major choice points in the development of your career?
   - Most of the choice points will probably focus on educational decisions or job selection.
   - Emphasize that there are generally a series of choice points, not just one.

4) What career choices do you *now* face?
   - Even within a career area, people make decisions on what jobs to take and on what to emphasize within particular jobs.
   - Some people will make career changes within an area, such as a teacher becoming a counselor or an administrator. A few may make a major career switch.

5) How does your job influence your life style?
   - A job choice does have implications for life style. For example, a job in education is fairly secure, provides ample vacation, and enables a comfortable, but not luxurious standard of living.

6) What values are reflected in your job?
   - Examples which may be mentioned for educators are belief in the value of education, importance of helping young people, etc.

7) Are there other careers you think you would have liked? Why didn't you pursue them?
   - There is more than one possible career for a person.
   - There are many influences which discourage people from entering a field.

Summary

- Career choice is a process, not one decision at one point.
- There are many influences on the decisions people make.
- People have different patterns in their career making process.

4. Conduct a group discussion of practices of career guidance programs as they relate to the theories of career development. For each theory, have participants give examples from their own program. Write these on the board if possible. Summarize by making the point that the activities of guidance personnel do reflect theory and that elements of various theories are incorporated in each individual's philosophy of career guidance. Spend about 15 minutes on this activity.

SUGGESTIONS FOR ACTIVITY 1

1. Summarize the process of defining philosophy and assumptions. Use the outline in the Application of the participant materials. Answer any questions.

2. Go over the directions to Activity 1 with participants. Make sure everyone understands what is to be done. Once again, explain the purpose of the evaluation procedures. Make sure everyone understands that the evaluations are necessary and valuable. Help participants form small work groups (2-3 people) if they wish.

3. Circulate among participants as they complete Activity 1. Help as needed.

4. Complete the "Progress Check Sheet for Outcomes 1 - 3" for each participant. Use your best judgment to assess each person's work on each criterion. Certify participants' attainment of each outcome by placing your initials in the appropriate space. If you don't believe a participant has attained an outcome, decide with that person what s/he should do. Make sure that everyone has attained all three outcomes by the time you conduct the module Wrap-up. Provide individual assistance as necessary, but don't hold up the whole group for one or two members.

Name _____ Date _____

School _____

SAMPLE PROGRESS CHECK SHEET FOR OUTCOMES 1 - 3

Section 1 - Outcome 1	Accidental Theory	Trait-Factor Theory	Developmental Theory	Decision-Making Theory	Economic Theory	Sociological Theory	Personality Theory	Social Learning Theory
1. Practices of the participant's career guidance program were listed for this theory.								
2. The practices listed were sufficiently detailed to be meaningful.								
3. The practices actually reflect the theory for which they were listed.								

_____ This participant has attained Outcome 1. (Each theory checked on Item 1 above was also checked for Items 2 and 3. The participant gave a convincing explanation for those theories not checked.)

Section 2 - Outcome 2	Accidental Theory	Trait-Factor Theory	Developmental Theory	Decision-Making Theory	Economic Theory	Sociological Theory	Personality Theory	Social Learning Theory
4. At least one activity was listed for each theory.								
5. The activities listed were sufficiently detailed to be more meaningful.								
6. The activities actually reflect the theory for which they were listed.								

_____ This participant has attained Outcome 2. (Each theory was checked on Items 4-6 above.)

Name _____ Date _____

School _____

SAMPLE PROGRESS CHECK SHEET FOR OUTCOMES 1 - 3 (continued)

Section 3 - Outcome 3

_____ 7. For each assumption checked in the column headed "Current Program" on the Assumptions Checklist, this participant can state one activity of her/his career guidance program that illustrates that assumption.

_____ 8. This participant agrees that the assumptions checked cover all the activities of program staff members including clerical, administrative, and other indirect (not with students) activities. (These assumptions need not be consistent, but they should be comprehensive in the Coordinator's judgment.)

_____ 9. This participant has checked assumptions in column headed "Personal Philosophy." (This set of assumptions is consistent in the Coordinator's judgment. It need not be comprehensive.)

_____ This participant has attained Outcome 3. (The Coordinator has checked Items 7 and 8 above.)

NOTE TO PARTICIPANT: If you have not achieved any one of Outcomes 1 - 3, decide with the Coordinator what you should do to demonstrate your attainment. Complete these activities and make sure you are checked off on all Outcomes before you finish this module. You will be asked to turn in this Progress Check Sheet at the end of the module.

SUGGESTIONS FOR APPLICATION

1. Go over the directions to the Application with participants. Review the steps in writing a statement of philosophy and assumptions. Point out additional sources for study in the References section of the module, and add any other sources you know of. Stress the advantages of writing structured initial and alternate plans. Answer any questions.

2. If participants want small work groups, help form them. Help participants obtain additional copies of the planning form. Circulate during the activity and assist as needed. Be sure everyone is on the right track.

3. Complete a "Progress Check Sheet for Outcome 4" for each participant. Use your best judgment to assess each participant on each criterion. Certify each participant's attainment of Outcome 4 by placing your initials in the appropriate space. If you don't believe a participant has attained an outcome, decide with that person what s/he should do. Make sure that everyone has attained Outcome 4 by the end of the Application.

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

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B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.